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UNITED STATES BUREAU OF EDUCATION.

CIRCULAR OF INFORMATION NO. 4, 1902.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.

EDITED BY HERBERT B. ADAMS.

No. 33.

A HISTORY

OF

HIGHER EDUCATION IN PENNSYLVANIA,

BY

CHARLES H. HASKINS, Ph. D.,

Professor of History, University of Wisconsin,

AND

WILLIAM I. HULL, Ph. D.,

Professor of History, Swarthmore College, Pennsylvania.



WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1902.

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DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., April 10, 1902.

SIR: The accompanying history of higher education in Pennsylvania forms No. 33 of the series of similar publications edited for this Office by the late Prof. H. B. Adams, of the Johns Hopkins University. It contains an account of the origin and growth of the various higher institutions of learning in Pennsylvania, except the University of Pennsylvania, the history of that important institution having already been published separately as circular of information No. 2, 1892.

This history was prepared some years since by Prof. Charles H. Haskins, of the University of Wisconsin, and Prof. William I. Hull, of Swarthmore College, Pennsylvania, who were assisted by members of the faculties of many of the higher institutions of the State, who have contributed the histories of those institutions.

I respectfully recommend that this history be printed as one of the series indicated above.

Very respectfully, your obedient servant,

W. T. HARRIS,
Commissioner.

Hon. E. A. HITCHCOCK,
Secretary of the Interior.

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HISTORY OF HIGHER EDUCATION IN PENNSYLVANIA.

I.

ALLEGHENY COLLEGE.

By CHARLES H. HASKINS.

TIMOTHY ALDEN.

The history of Allegheny^a College begins with a meeting held in the court-house at Meadville June 20, 1815. At this meeting a number of men formed an association for the purpose of establishing "a seminary in which a regular course of the liberal arts and sciences" should be duly taught. Meadville was chosen as the site of the new institution, which was called Allegheny College, "from the circumstance that a great part of the region, for the benefit of which the seminary is designed, is watered by the numerous streams which, in the aggregate, make the Allegheny River." The founders proceeded to elect the Rev. Timothy Alden president and professor of the oriental languages and ecclesiastical history, and the Rev. Robert Johnston (pastor of the Meadville Presbyterian Church) vice-president and professor of logic, metaphysics, and ethics. For the present these were to be the sole instructors. They were to begin the instruction of "probationers," from whom the first class should be formed July 4, 1816. Affiliation with the neighboring county academies was authorized, subscription books were opened, committees were appointed to secure a charter and to prepare college laws, and Dr. Alden was requested to solicit gifts in the East.^b

Such was the beginning of the first college in northwestern Pennsylvania. In a sense a Presbyterian institution, it was the child not of Princeton, but of Harvard, having its origin less in the slow extension of Scotch-Irish educational influence than in the determination of a New England clergyman to plant a college in the West. Timothy Alden was born at Yarmouth, Mass., in 1771, and graduated from Harvard College in 1794. After serving as pastor and teacher at Portsmouth, N. H., he conducted schools for young women at Boston, Newark, and New York City. While in New York he developed much interest in the spread of education and religion in the newly

^aThis is the generally accepted spelling of the name as applied to this college. In the early years of the college "Alleghany" was regularly used.

^bCrawford Messenger, June 24, 1815; Alleghany Magazine, 1; account reprinted in pamphlet form.

settled parts of the country, and finally determined to establish a college somewhere in the region west of the Alleghenies. Dr. Alden had relatives living in Meadville, and this, together with geographical considerations, suggested that village as the seat of the new institution. Accordingly he set out for Meadville, arriving there in April, 1815. He found the people of the village favorable to his plans, for Meadville, with less than 600 inhabitants, claimed the first newspaper and the first literary society northwest of Pittsburg, and the efforts of its citizens had already secured a county academy and a female seminary. Dr. Alden's project was discussed, and the meeting of June 20 was the result.^a

Early in the autumn of 1815 Dr. Alden set forth for the East. He traveled through New England, New York, New Jersey, and eastern Pennsylvania, visiting the chief cities and many of the smaller towns, and accepting gifts of every sort—money, land, books, curiosities, even a bell—for the college building. Everywhere he received the encouragement of the leaders in educational and benevolent undertakings. When he returned he had collected \$4,103.30, of which \$2,000 was in lands, \$1,642.26 in books, and \$461.04 in cash—a significantly small amount of cash. The subscriptions taken in Meadville amounted to \$5,685 additional.^b

THE EARLY CURRICULUM.

In March, 1817, the college received its charter, and with it a grant of \$2,000 from the State.^c In the following July Dr. Alden was inaugurated.^d For some time he seems to have been the only professor, Rev. Mr. Johnston having removed from Meadville two months before. The requirements for admission were “an ability to construe and parse Tully's Select Orations, Virgil, and the Greek Testament, to write Latin grammatically, to perform with promptness any examples in common arithmetic, a sufficient testimonial of a blameless life and conversation, and a bond for the payment of college dues.”^e The following was announced as “the general course of studies to be pursued by each class of undergraduates: by the Freshmen, the Latin, Greek, Hebrew, French, and German languages, English grammar, rhetoric, chronology, and arithmetick; by the Sophomores, the Latin, Greek, Hebrew, French, and German languages, English composition, logick,

^a Compare a letter from John Reynolds in the Meadville Republican of August 4, 1867.

^b Alleghany Magazine, 9 ff.: Crawford Messenger, March 2, 1816. Typical of Dr. Alden's efforts in the East is his letter to Dr. Bentley asking for contributions from Bentley and his parishioners. Historical Magazine, XXII, 367.

^c The charter may be found in Bioren's Laws of Pennsylvania, VI, 473; Gregg's Methodism in the Erie Conference (1873), I, 357; Charter, Compacts, etc., of Alleghany College (Meadville, 1880).

^d An account of the elaborate ceremonies of the inauguration is given in the Alleghany Magazine, 298.

^e Crawford Messenger, July 22, 1815.

geography, mensuration, and algebra; by the Junior Sophisters, the Latin, Greek, Hebrew, and other oriental languages, metaphysicks, ethicks, algebra, plane geometry, trigonometry, conick sections, surveying, book-keeping, mensuration of heights and distances, navigation, English composition, and systematick theology; and by the Senior Sophisters, the ancient and modern languages such portion of the time, not exceeding two days a week, as the Prudential Committee may direct, belleslettres, English composition, universal grammar, elements of natural and political law, ancient and modern history, dialling, projection of the sphere, spherick geometry and trigonometry with their application to astronomical problems, natural philosophy, and theology. Any student at the request of his parents or guardian shall be excused from attending to the French, German, and all oriental languages."^a

It is not known how far this formidable course of study was carried out. Particular emphasis seems to have been put on training in languages. At every public exercise of the college, students discoursed in Latin, Greek, and Hebrew, sometimes in German and Syriac. The following programme for the commencement of 1821, when the first class was graduated, may serve as a fair example: Salutatory oration, in Latin, by R. W. Alden; English oration on astronomy, by David Derickson; Greek oration on geography, by A. M. White; English oration on the importance to the United States of an extensive navy, by R. W. Alden; Syriac oration, by T. J. F. Alden; English oration on the progress of liberty, by A. M. White; German oration on Washington, the glory of his country, by David Derickson; valedictory oration, in English, on American independence, closing with several addresses and a respectful notice of Bentley, Thomas, and other benefactors of Allegheny College, by T. J. F. Alden.^b

THE LIBRARY.

In the library Dr. Alden's constant labors for the college yielded best fruit. His efforts brought together a library of 7,000 volumes, at that time one of the most valuable collections in the United States. First came the bequest of Dr. William Bentley, of Salem, Mass., who, dying in 1819, divided the greater part of his large and excellent library between Allegheny College and the American Antiquarian Society. The college received all his classical and theological books, dictionaries, lexicons, and Bibles.^c Next was a gift of Isaiah

^a MS. in college library; Alleghany Magazine, 300.

^b Programme in college library.

^c His oriental manuscripts, antiquarian books, and collection of portraits went to the American Antiquarian Society. Materials for American history collected by him for Professor Ebeling, of Hamburg, afterwards found their way into the library of Harvard University. The rest of the library remained with his nephew, William Bentley Fowle. See Amory's *Life of James Sullivan*, II, 196; Sprague's *Annals of the American Pulpit*, VIII, 154-157.

Thomas, founder and first president of the American Antiquarian Society, and third, and most important, was the legacy of Judge James Winthrop, of Cambridge, Mass., by which the college acquired more than 3,000 volumes.^a The value of these acquisitions and the esteem in which they were then held can best be seen from the following letter written by Thomas Jefferson to Dr. Alden and still preserved among the Alden papers in the college library:

MONTICELLO. *February 14, 1824.*

SIR: I am very sensible of the kind attention of the trustees of Alleghany college in sending me a copy of the catalogue of their library, and congratulate them on the good fortune of having become the objects of donations so liberal. That of Dr. Bentley is truly valuable for its classical riches, but Mr. Winthrop's is inappreciable for the variety of the branches of science to which it extends, and for the rare and precious works it possesses in each branch. I had not expected there was such a private collection in the U. S. we are just commencing the establishment of an University in Virginia but cannot flatter ourselves with the hope of such donations as have been bestowed on you. I avail myself of this occasion of tendering yours, from our institution, fraternal and cordial embraces, of assuring you that we wish it to prosper and become great, and that our only emulation in this honorable race shall be the virtuous one of trying which can do the most good. with these assurances be pleased to accept those of my high respect.

TH: JEFFERSON.

There is in the library a similar letter from Madison, published in his Writings, III, 368.

Dr. Alden's "very admirable college library was kept in an apartment of the court-house, where he officiated as librarian every Monday morning." Letter from A. P. Peabody in Sprague's Annals of the American Pulpit, III, 453.

DIFFICULTIES.

The work of instruction had been carried on for more than two years when the trustees resolved to erect the first college building. As the site they selected a plot of 5 acres situated on a hill just north of the village. The location was well chosen, commanding a fine view of Meadville and the surrounding country, and, with later additions, has proved excellently adapted to the needs of the college. July 5, 1820, the corner stone of the new building, Bentley Hall, was laid with much ceremony in the presence of the "most numerous assemblage of gentlemen and ladies ever known, except, perhaps, on one occasion, in the county of Crawford."^b The walls of the building were soon erected, but for many years nothing was done toward finishing the interior. Only \$1,000 a year could be obtained from the State, and the years of financial depression that followed close upon the opening of the college rendered many of the private subscriptions worthless. Students were few, instruction being at times suspended, and

^a Alden MSS., Crawford Messenger, January 21, 1820; Catalogus Bibliothecæ Collegii Alleghaniensis. Meadville, 1823.

^b Crawford Messenger, July 14, 1820.

although Dr. Alden was the only regular professor, he received scanty pay, often none at all. Fruitless attempts were made to have chairs endowed. The Masons of Pennsylvania were asked to establish an "Architectonic Mathematical Professorship," and an address was issued to the Germans of the State, asking for the endowment of a chair of the German language and literature, the incumbent of which should not only "teach the comprehensive and energetic German language," but also "exercise his talents in disseminating the light of German literature and science."

The condition of the college in 1828 is thus described by a committee of the board of trustees: "Although we may be out of debt, we are without funds. We are without teachers and professors, except the Pres. Fac. Arts, or the means to employ them. We have at present no students and no prospect of obtaining any until we have the necessary teachers and professors in the different branches necessary to carry on a regular course of collegiate studies."^a The state of affairs led the trustees to propose the establishment of a military academy in connection with the college, and after consultation with Capt. Alden Partridge,^b a successful organizer of military schools in various parts of the country, they decided to grant the use of the college building to James McKay, a former pupil of Partridge, for the "Pennsylvania Literary, Scientific, and Military Institute." A prospectus was issued announcing a varied course of study,^c but the plan failed because of financial difficulties. In 1829 the number of the faculty was increased to three by the election of the Rev. David McKinney as professor of mathematics, and of Reynell Coates, M. D., a physician of Philadelphia, as professor of natural philosophy and chemistry.^d It was hoped that students would thus be attracted in sufficient numbers to pay the \$200 guaranteed to each professor, but this hope was disappointed. The new professors remained less than two years, and soon after they withdrew the college was closed.

Here ends the first period in the history of Allegheny College. So far the institution had been in no proper sense sectarian. If the president and many—perhaps most—of the trustees were Presbyterians, this indicates merely the dominant position of that denomination in the community. Dr. Alden, however, desired to place the college on a distinctively denominational basis. Failing to secure for Meadville the Presbyterian theological seminary, afterwards located at Allegheny City, he labored to induce the synod to take the college under the patronage of the Presbyterian Church. This the synod declined

^a Trustees' minutes, December 26, 1828.

^b For an account of Captain Partridge and one of his schools, see the report of the superintendent of public instruction for 1877, 721-723.

^c Crawford Messenger, April 30, 1829; Hazard's Register of Pennsylvania, III, 300.

^d On their appointment another prospectus was put forth, which may be found in Hazard's Register, IV, 275. See also Crawford Messenger of July 30 and October 1, 1829.

to do, being unwilling to burden itself with more colleges than it already had under its care.^a Dr. Alden was greatly disappointed, and in November, 1831, resigned the presidency. He was highly respected as "a man of the most generous culture and profound book wisdom, sincere and active benevolence, and mature Christian character."^b Sanguine and somewhat visionary, he had thrown himself heart and soul into his pioneer task, and hoped to build up in Allegheny College a rival to the established institutions of the East. If his hopes were not realized, if the college under his administration was not entirely adapted to its surroundings, belonging to Massachusetts rather than to western Pennsylvania, his work was not in vain. He first brought higher education into northwestern Pennsylvania. The founder of the college, in more ways than one he was the college, and to him more than to anyone else it owed its material equipment and whatever else survived his retirement and contributed to its later usefulness.

THE TRANSFER TO THE METHODISTS.

Early in 1827 certain Methodist clergymen had opened negotiations with the trustees with a view to the transfer of the college to the Pittsburg Conference of the Methodist Episcopal Church, then interested in Madison College, at Uniontown. The trustees were willing that the conference should take the college under its patronage, provided the management should remain in their own hands. To this the conference would not agree, and satisfactory arrangements were not made until 1833, when the conference, on the invita-

^a "The synod of Pittsburg embraced Washington County on the south and all northwestern Pennsylvania, and within its bounds were already two colleges, 'Jefferson' and 'Washington,' under Presbyterian patronage, one or the other of which nearly all the clergy of the region claimed as their alma mater. A feeling of apprehension was natural that if Allegheny College succeeded it must be at the expense of those already established, neither of which had adequate support. They therefore withheld their approval in documentary form when assembled in presbytery, and for the most part their individual influence in their own congregations. Hence students were too few to support instructors, and all operations were suspended until the college was reopened under the patronage of the Methodist Episcopal Church." (Letter from John Reynolds in the Meadville Republican of August 4, 1867. Mr. Reynolds was secretary of the meeting of June 20, 1815, and one of the first trustees.)

^b Letter from A. P. Peabody in Sprague's *Annals of the American Pulpit*, II, 454. Dr. Alden was noted for his proficiency in the Oriental languages. He was an active member of the Massachusetts Historical Society, contributing frequently to its collections, and preparing, while librarian, the library catalogue of 1811. After leaving Meadville he taught in Cincinnati and in East Liberty, Pa., and died in Pittsburg July 5, 1839. (See Sprague's *Annals*, II, 449 ff.; Eaton's *History of the Presbytery of Erie*, 290 ff.; Alden's *Story of a Pilgrim Family*, 287-296; *Proceedings of the Massachusetts Historical Society*, I, 221, 222. For the titles of his numerous publications consult the *Catalogue of the Library of the Massachusetts Historical Society*, I, 22, and the *Collections of the Society*, *passim*.)

tion of the college authorities, held its annual session at Meadville. By the articles of agreement then adopted, the conference was to raise an endowment of at least \$10,000, the income of which should be at the disposal of the trustees for the benefit of the college. The conference obtained the right of nominating to one-half of the vacancies in the board of trustees, and of nominating the faculty, and fixing their salaries. During the intervals between its sessions the conference was to be represented by a committee of four which should act in conjunction with a like committee of the trustees. Both the conference and the trustees were required to make annual reports to each other on the state of the college. For good and sufficient reasons this compact could be revoked by either party after a year's notice. The public was at the same time assured that these changes would not affect the liberal character of the institution as recognized by its charter.^a

MANUAL LABOR.

In November, 1833, the college reopened its doors with the Rev. Homer J. Clark as vice-president and professor of mathematics and natural science, and Augustus W. Ruter as professor of languages. The newly-elected president, Dr. Martin Ruter, gave the address at the opening of the college, but did not begin his work at Meadville until the following term.

A marked feature of the new course of study was the prominence given to manual labor. This was part of a movement which affected a large number of American colleges about this time, and arose from the demand for a "practical education," from the students' need of some means of self-support, and from the lack of facilities for physical exercise. The trustees of Allegheny College had approved the manual-labor system as early as 1829, but not until 1834 were the plans completed for carrying it into operation.^b In that year they set apart several acres to be leased to students at a nominal rent, and arranged to employ students to make furniture and carry on improvements about the college grounds. No one, however, was to be required to perform manual labor. Here, as elsewhere, the experiment did not meet with much success, and in 1841 the catalogue ceased to announce that the institution maintained a farm, not without a hope on the part of the president that the system might be revived.

The opportunities which the college afforded for self-help and cheap boarding joined with other causes in producing a large increase in the number of students. At the end of the first year of the new

^a Brunson's *Western Pioneer*, I, 408-412; Gregg's *Methodism in the Erie Conference*, I, 316, 361; Crawford *Messenger*, July 26, 1833; *Prospectus of Allegheny College*, Meadville, 1833.

^b See in particular the report of a committee of the trustees of Allegheny College on the Manual-Labor System. Meadville. 1833. Reprinted in *Hazard's Register*, XII, 273.

administration the trustees reported to the conference that the course of instruction had given general satisfaction and the progress of the institution exceeded public expectation. Dr. Ruter had accepted the presidency only at the urgent solicitation of the friends of the college. His heart was in the active work of the ministry, and in 1837 he resigned to go as a missionary to Texas, where he died in the following year. He was succeeded by the vice-president, Homer J. Clark.^a

THE SCHOLARSHIP ENDOWMENT.

The great service of President Clark to Allegheny College was the securing of the scholarship endowment. As soon as the college passed under the control of the conference the trustees gave their assent to a plan of endowment which had in view the establishment of professorships endowed in the sum of \$10,000 each. In accordance with an idea then quite popular throughout the State this money was to be obtained by the sale of scholarships. The payment of \$300 entitled the donor, his heirs and assigns forever, to send to the college one student free from all charges for tuition. One hundred dollars bought a like privilege for four years, and in the case of clergymen smaller payments were sufficient. The amount thus obtained was not large, but it helped to maintain the college as long as money was received from the State.

In 1843, however, the legislature cut off all appropriations for higher education. By Allegheny, which had received legislative aid nearly every year since it was chartered, the loss was keenly felt. To meet the deficiency, President Clark developed further the plan which he had prepared in 1833. The new plan of endowment is thus set forth in the catalogue of 1846:^b

Any person subscribing and paying twenty-five dollars to the Centenary Fund Society of either of the above-named conferences (Pittsburgh and Erie) secures a perpetual scholarship in the college. The two centenary fund societies are regularly incorporated, and through their boards, elected annually by the conferences, one having its seat in Pittsburgh and the other in Meadville, they receive and invest the funds, collect and apply the proceeds. For the funds invested, security is taken on productive real estate to three times the amount loaned. The interest, when collected, is paid over to the college treasurer to defray the expenses of instruction. Thus, by a large, permanent, and productive endowment, the salaries of the professors may be paid and tuition afforded without charge.

^aThere is a good sketch of Dr. Ruter, written by his daughter, in *Biographical Sketches of Eminent Itinerant Ministers*, edited by Thomas O. Summers. Nashville, 1859. "He was a very pleasant gentleman, amiable and yet decided; a man of great industry, and fair, rather than brilliant, talent."—Bishop Simpson, in *Crooks's Life of Simpson*, 128. See, also, *Sprague's Annals of the American Pulpit*, VII, 327-333; *Bangs's History of the Methodist Episcopal Church*, IV, 288-291; *Clark's Life of Bishop Hedding*, 471; *Gregg's Methodism in the Erie Conference*, I, 325.

^bPage 12.

The work of disposing of scholarships on these terms was carried on by members of the faculty and of the conference for three years, during which period the exercises of the college were suspended.^a In this way there was obtained a permanent endowment of \$90,000.^b Besides the immediate financial aid which they brought, the wide distribution of these scholarships served to arouse and keep alive a general interest in the college, which proved of great benefit. On the other hand, it has been maintained that the low rate at which the scholarships were sold, even after the price was raised to \$35, resulted in ultimate financial loss, and that the attempt to remedy this by ignoring the scholarships weakened public confidence in the college and public interest in its affairs.

In 1847 Dr. Clark withdrew from the presidency. During his term of office the faculty usually consisted of five professors and one or two tutors, including among its members Matthew Simpson and Calvin Kingsley, afterwards bishops of the Methodist Episcopal Church; John Barker, who followed Dr. Clark as president; George W. Clarke, long identified with the college as professor, trustee, and financial agent, and Jonathan Hamnett, whose years of continuous service for Allegheny are not yet ended. To meet the demand of engineers to conduct the work of internal improvement, the college maintained, from 1838 to 1842, a department of civil engineering, under the direction of the Rev. R. T. P. Allen, a graduate of West Point, employed as engineer on the public works. Temporary, also, was the scientific course, leading to the degree of bachelor of science, which was established in 1840. This differed from the classical course in the lower requirements for entrance, the omission of all languages except French, and the addition of a few scientific studies.

Some idea of the state of the college in this period may be obtained from the following extracts from Bishop Simpson's autobiography:

Dr. Clark "was a chaste and eloquent speaker, a man of clear thought and beautiful expression, and was a successful teacher. He was, however, more successful in teaching than in administration. * * *

"The college department was not very largely attended. * * * The main building was good, and there was a large library and a fair laboratory for that era. The students in attendance were chiefly in preparatory classes, though there were also small college classes. Of the students, some were very bright young men who have since made their mark in their country's history. As the buildings were on the hill, at least half a mile from the town, the college held but one session a day. I had charge of six classes, embracing those in natural science, sometimes one or two in mathematics, and occasionally one

^aIn 1845 John Barker, Jonathan Hamnett, and P. A. Gollier gave private instruction in the college buildings.

^bGregg's Methodism in the Erie Conference, II, 226, 230, 261, 439, 441.

in languages. As the professors were few in number, such distribution was made as enabled us to give proper supervision to all. The students were generally young men making their own way in life, and were industrious and orderly; occasionally there were cases of discipline involving some difficulty, but they were comparatively rare."^a

PRESIDENT BARKER AND PRESIDENT LOOMIS.

Under Dr. John Barker, President Clark's successor, the college grew and prospered. The material equipment was increased by the completion, in 1855, of a large three-story brick building, which was named Ruter Hall. In 1850 the attendance reached 308. Of the students not a few came from Maryland, Virginia, and Tennessee, and even from Mississippi and Louisiana. A lifelong teacher, Dr. Barker was by nature peculiarly fitted to attract and inspire young men, and his sudden death, February 26, 1860, was deeply felt by the college and its friends.

The next president was Dr. George Loomis, a graduate of Wesleyan University, formerly at the head of the Wesleyan Female Seminary at Wilmington, Del. In spite of the discouraging period of the civil war, which came soon after Dr. Loomis's accession and drew many students into the army, much progress was made during his administration. The productive funds of the college were considerably increased, large additions were made to the scientific apparatus, and extensive collections of specimens and casts were obtained. To enable students to get cheap boarding during the period of high prices, a three-story boarding hall was erected, capable of accommodating 120 young men.^b

Along with these improvements in the material equipment went corresponding changes in the course of study. Jeremiah Tingley, who was called to the chair of physics and chemistry in 1862, began to build up an excellent scientific department. A larger place was given to science in the classical course, and in 1865 a scientific course was established, in which some scientific studies were added, and French and German took the place of Greek and Latin, although the requirements for entrance remained the same as those for the classical course. The introduction of French and German as regular studies into the college course led in the same year to the creation of a professorship of modern languages, which was filled by the appointment of George F. Comfort. Professor Comfort and his successor, Charles W. Reid, also gave a required course of lectures in the history of art. At the

^aCrooks's *Life of Simpson*, 129, 130.

^bThis building, known at first as Culver Hall and later as East Hall, was burned in 1882, and in 1883 the college abandoned the plan of providing dormitories for young men. No difficulty is now found in accommodating students at reasonable rates in private families of the city.

same time the biblical department, established in 1855, was reorganized and made coordinate with the classical and scientific courses.

In 1870 the college was opened to young women. This innovation was by many regarded with disfavor, and for some time few availed themselves of the advantages thus offered. Of late years, however, the proportion of young women at the college has increased, until they now form more than one-fourth of the total number of students. The sentiment in favor of coeducation has grown with the attendance, and few now doubt that the admission of young women has been a benefit to the institution.

RECENT HISTORY.

Dr. Loomis retired from the presidency in 1874 and was succeeded one year later^a by Dr. Lucius H. Bugbee, a graduate of Amherst, who directed the affairs of the college until 1882. Under Dr. Bugbee the curriculum was further modified by introducing a course in Latin and modern languages and increasing the number of studies required for admission. The preparatory department was at the same time reorganized and converted into a complete preparatory school with a graded course of three years. In 1877 instruction in military science and tactics was begun under the direction of an officer of the United States Army.

From 1883 to 1888 and again from 1889 to 1893 the office of president was held by Dr. David H. Wheeler, formerly a professor in Northwestern University and for several years editor of the New York Methodist. During the year 1888-89 the affairs of the college were administered by Dr. Wilbur G. Williams, of the class of 1875, the only president who has been an alumnus of the institution. In this period the college continued to grow and extend its work. A course in civil engineering was established, leading to the degree of civil engineer, and a special chair created for this department. The other courses were modified by the addition of new studies and the introduction of a limited elective system. The college has for many years recognized the equal value of its various courses of study by conferring the degree of bachelor of arts upon graduates in each of the general courses.^b For a time graduate courses of study were in operation, leading to the degree of doctor of philosophy, but these have recently been discontinued, and the only higher degree now conferred is that of master of arts in course.

Upon Dr. Wheeler's retirement in 1893 the authorities of the college called to the presidency Dr. William H. Crawford, a graduate of

^a From 1874 to 1875 and again from 1882 to 1883 the duties of the president were discharged by the vice-president, Dr. Hamnett.

^b At present the classical, scientific, and Latin and modern-language courses. The biblical course was abolished in 1884, but provision is made for instruction in Hebrew and in the English Bible in connection with the other courses.

Northwestern University, and at the time of his election professor in the Gammon Theological Seminary at Atlanta, Ga. Dr. Crawford took up the duties of the office with vigor and enthusiasm, and under his administration the college has grown and prospered. The most important addition has been the creation of a department of history and political science, which offers instruction in European and American history, economics, politics, and constitutional and international law. So far the chair has been sustained by contributions from alumni, but an effort is being made to endow it permanently as an alumni professorship of history and politics.

In June, 1895, Allegheny College celebrated the eightieth anniversary of its foundation. Addresses were made by Bishops Andrews and Vincent and by Governor McKinley, of Ohio, a former student. The college enters upon the ninth decade of its history with prospect of growing strength and wider usefulness.

THE GOVERNMENT OF THE COLLEGE.

The growth and consequent division of the original Pittsburg conference have twice brought about a change in the articles of agreement between the conference and the trustees. By the compact of 1877, which is now in force, the institution is placed under the joint patronage of the Erie, Pittsburg, East Ohio, and West Virginia conferences, each of which appoints annually a committee of four to act on its behalf until the next session of the conference. The powers of these committees are thus defined:

These committees in their collective capacity shall be denominated the joint board of control, and shall have authority to nominate persons to fill all vacancies that may from time to time exist in the board of trustees, nominating for each vacancy three persons, of whom the trustees shall elect one. They shall also have authority to nominate persons to fill all vacancies in the faculty of the college, and to fix their respective salaries, subject to the approval of the trustees.

The president or any member of the faculty shall be removed by the board of trustees for improper conduct, incompetency, or inefficiency in duty on the request of the board of control.^a

All the chartered powers which have not thus been intrusted to the board of control are retained by the board of trustees, who alone are recognized by the charter.^b Such is the general principle, but the line separating the powers of the two boards can not easily be drawn, and differences of interpretation have at times arisen. This "double-

^aA majority of the patronizing conferences must be represented to constitute a quorum of the board of control. Each conference has an equal number of votes, irrespective of the number of representatives present. (Charter, compacts, etc., of Allegheny College, pp. 17-20.)

^bThe number of trustees may not exceed 50, and 11 of them must be clergymen. The trustees hold office for life, with the exception of the governor, attorney-general, and chief justice of the supreme court, who during their terms of office are *ex officio* members of the board.

barreled" system of government has serious disadvantages, but it offers to the trustees the most obvious means of securing for the college vigorous denominational patronage and support without abdicating their own authority, and it gives the patronizing conferences a share in the control and management of an established and growing institution.

The income of the college is derived chiefly from term fees and the interest on the endowment fund. The productive funds, about \$150,000, are under the control of the centenary fund societies of the Erie and Pittsburg conferences. These societies, incorporated under the laws of Pennsylvania, through their trustees invest the funds and pay over the income to the treasurer of the college. In case of a breach of the compact between the trustees and the conferences "the conferences shall retain the endowment, together with any books, etc., which they may have furnished, which may be removed to any other place or institution."^a

THE COLLEGE BUILDINGS.

The college buildings, located on a beautiful campus of 13 acres, are four in number, all constructed of brick. Bentley Hall, erected during the presidency of Dr. Alden, consists of a central building three stories in height and two wings of two stories each, besides a basement, which was until recently used for laboratories and shops. The building is devoted to class rooms, society halls, and the office of the president. Ruter Hall, completed in 1855, is a large three-story building which contains the chapel, the library of 14,000 volumes, and the museum, comprising a collection of 20,000 specimens of unusual value for the study of geology, mineralogy, and natural history. Hulings Hall, constructed in 1881 by gifts from Marcus Hulings, of Oil City, and citizens of Meadville, is a large four-story dormitory, with accommodation for 60 young women. The Wilcox Hall of Science, the gift of the late Robertson Wilcox, of Girard, was completed in 1893. It is 61 by 45 feet and three stories in height, and contains lecture rooms and laboratories well adapted to instruction in science.

FACULTY.

The following list includes all who have been members of the faculty since the opening of the college. Students rendering assistance and occasional teachers of French and German in the earlier period are not enumerated.

Presidents.—Timothy Alden, 1817–1831; Martin Ruter, 1833–1837; Homer J. Clark, 1837–1847; John Barker, 1847–1860; George Loomis, 1860–1874; Lucius H. Bugbee, 1875–1882; David H. Wheeler, 1883–1888; Wilbur G. Williams, 1888–1889; David H. Wheeler, 1889–1893; William H. Crawford, 1893–.

^a Compact of 1877, Art. IX.

Professors.—Timothy Alden, 1817–1831; Robert Johnston; David McKinney, 1829–1830; Reynell Coates, 1829–1831; Martin Ruter, 1833–1837; Homer J. Clark, 1833–1847; Augustus W. Ruter, 1833–1836; William M. Burton, 1836–1839; Matthew Simpson, 1837–1839; George W. Clarke, 1837–1854; R. T. P. Allen, 1838–1842; John Barker, 1839–1846, 1847–1860; Calvin Kingsley, 1841–1856; Jonathan Hamnett, 1845–; Lorenzo D. Williams, 1846–1862; Alexander Martin, 1854–1864; William Hunter, 1855–1870; George Loomis, 1860–1874; James Marvin, 1862–1874; Jeremiah Tingley, 1862–1886; Ammi B. Hyde, 1864–1884; George F. Comfort, 1865–1871; Charles W. Reid, 1871–1886; George W. Haskins, 1875–1886; Lucius H. Bugbee, 1875–1882; Frank W. Hess, 1877–1880; George O. Webster, 1880–1883; Milton B. Goff, 1882–1884; David H. Wheeler, 1883–1893; John W. Pullman, 1883–1884; Alfred M. Fuller, 1884–1887; James H. Montgomery 1884–; Wilbur G. Williams, 1885–1889; N. Luccock, 1885–1888; Samuel E. Stillwell, 1886–1889; Emily F. Wheeler, 1886–1887; Jacob F. Kreps, 1887–1890; J. W. Thomas, 1889–; James S. Trueman, 1889–1892; J. C. Field, 1889–1892; W. T. Dutton, 1890–; John K. Cree, 1890–1893; William A. Elliott, 1892–; William H. Crawford, 1893–; David H. Holmes, 1893–1894; Francis J. Koester, 1893–; Emory B. Lease, 1894–; John W. Perrin, 1894–.

Tutors and instructors.—Moses Crow, 1840–1842; Frank Brown, 1861–1862; Horace W. Bancroft, 1863–1864; John S. McKay, 1876–1877; Wilbur G. Williams, 1877–1882; James H. Montgomery, 1877–1884; Harriet A. Linn, 1880–1883; Harriet A. Rooney, 1883–1884; A. W. Newlin, 1884–1888; Louise S. McClintock, 1884–1886; Albert E. Colegrove, 1886–1889; Corinth L. Crook, 1886–1888; William S. Twining, 1887–1889; John H. Miller, 1888–1889; Mary E. Broas, 1888–1889; William A. Elliott, 1889–1892; Grace I. Foster, 1889–1891; Joseph W. Siliman, 1889–1890; James A. Gibson, 1890–1891; Ellen W. Laffer, 1890–; M. Blanche Best, 1890–; Charles S. Jewell, 1891–1894; Clarence F. Ross, 1892–; Calvin L. Walton, 1892–; Mariana Young, 1894–.

BIBLIOGRAPHY.

Brief sketches of the history of Allegheny College have been published as follows:

Meadville Republican, January 2, 1869, by Dr. Jonathan Hamnett; Report of the Superintendent of Public Instruction for 1877, pp. 747–754; Pittsburg Christian Advocate, May 21, 1891; Egle's History of Pennsylvania, pp. 606–607 (this and the two foregoing were written by Dr. Samuel P. Bates, formerly State historian); Simpson's Cyclopædia of Methodism, pp. 25–26 (also has sketches of many members of the faculty); History of Crawford County (Chicago, 1885), pp. 412–425; Wickersham's History of Education in Pennsylvania, pp. 403–405; Day's Historical Collections of Pennsylvania, pp. 257–258; College Catalogue of 1875–76, pp. 39–42, by Jonathan Hamnett; Historical Atlas of Crawford County; College Catalogue of 1894–95, pp. 8–17.

The following are the principal sources of information:

ALLEGHENY COLLEGE. Reprinted from the Crawford Messenger, June 24, 1815. Gives an account of the founding of the college.

ALLEGHENY MAGAZINE. Edited by Timothy Alden. Meadville, 1816.

This interesting periodical, of which only one volume appeared, is the best source of information for the early history of the college. In it may be found excellent accounts of the founding of the institution, of the gifts secured by Dr. Alden in the East, of the efforts to obtain a charter and money from the State, and of the inauguration of the first president. The first college laws are given on pages 298-300.

ARCHITECTONIC MATHEMATICAL PROFESSORSHIP OF ALLEGHENY COLLEGE. April 18, 1818. Broadside.

Soliciting the Masons of the State to endow a professorship.

LAWS OF THE ALLEGHENY COLLEGE LIBRARY. Broadside. No date.

TO THE CITIZENS OF CRAWFORD AND THE COUNTIES ADJACENT. Meadville, July 25, 1820. Broadside.

Subscriptions for erecting Bentley Hall.

PROFESSORSTELLE DER DEUTSCHEN LITERATUR. Der ehrwürdige Herr, Timotheus Alden, Präsident der Alleghäny College, lässt folgende Adresse an die Deutschen in Pennsylvanien und anderen Gegenden ergehen. About 1823. German and English.

CATALOGUS BIBLIOTHECÆ COLLEGI ALLEGHANIENSIS. E typis Thomæ Atkinson et Soc. Apud Meadville, 1823. Pages 139.

ALDEN MANUSCRIPTS.

The college library has considerable valuable material for the early history of the college. This consists of a letter book containing important letters to Dr. Alden; the matriculation book, in which are entered the names of the early matriculates and a brief Latin description of each; a list of gifts to the college; a register of visitors; and a variety of papers of more or less importance.

MINUTES OF THE BOARD OF TRUSTEES.

These are complete from January 6, 1827. The volume which contained the minutes of the previous meetings has disappeared, but much information can be found in the Alden papers—Dr. Alden was for years secretary of the board—and in the Meadville newspapers of the time.

REGISTER OF PENNSYLVANIA. By Samuel Hazard. 16 volumes. Philadelphia, 1828-1836.

In this valuable repository of material for the history of Pennsylvania are reprinted some important papers relating to Allegheny College. See especially iii, 300; iv, 275; xii, 82, 273-278; xiv, 134, 256.

PROSPECTUS OF ALLEGHENY COLLEGE. Meadville, 1833.

Brief account of transfer to the Methodists, and announcement of plans.

REPORT OF A COMMITTEE OF THE TRUSTEES OF ALLEGHENY COLLEGE ON THE MANUAL-LABOR SYSTEM. Adopted and ordered to be printed. Oct. 7, 1833. (Also in Hazard, xii, 273-278.)

BY-LAWS AND SYSTEM OF EDUCATION ESTABLISHED AT ALLEGHENY COLLEGE, Meadville, Pa. Meadville, 1834.

A WESTERN PIONEER; OR, INCIDENTS OF THE LIFE AND TIMES OF REV. ALFRED BRUNSON, A. M., D. D. EMBRACING A PERIOD OF OVER SEVENTY YEARS. Written by himself. Cincinnati, 1872.

Valuable on the transfer to the Methodists, in which Dr. Brunson took a leading part.

THE HISTORY OF METHODISM WITHIN THE BOUNDS OF THE ERIE ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH. By Samuel Gregg. New York, 1873.

CONFERENCE MINUTES.

Some light is thrown on the history of the college by the printed minutes of the Pittsburg Conference (since 1833), and later of the Erie, East Ohio, and West Virginia conferences.

ANNUAL CATALOGUES OF ALLEGHENY COLLEGE. 1837-1843, 1846-1864, 1865.

The triennial catalogues, of which the last was issued in 1895, contain lists of graduates.

THE LIFE OF BISHOP MATTHEW SIMPSON. By George R. Crooks, D. D. New York, 1890.

Chapter VI gives, largely in Bishop Simpson's own words, a good account of the condition of the Allegheny College between 1837 and 1839, when he was professor.

THE CHRISTIAN TEACHER: A DISCOURSE COMMEMORATIVE OF THE LIFE AND CHARACTER OF Rev. JOHN BARKER, D. D., LATE PRESIDENT OF ALLEGHENY COLLEGE. By William Hunter, D. D. Cleveland, 1860.

THE CHARTER, COMPACTS, AND BY-LAWS OF ALLEGHENY COLLEGE, AND OTHER LEGAL DOCUMENTS. Meadville, 1880.

Includes the charter and its amendments; the compacts with the conferences; the charter, with amendments, of the centenary-fund societies; and the by-laws (since modified) of the board of trustees.

CENTENNIAL EDITION OF THE MEADVILLE TRIBUNE-REPUBLICAN. May 12, 1888.

Useful for the history of Allegheny College are the articles on Crawford County by William Reynolds, and on Timothy Alden by J. C. Hayes.

For the whole period of the history of the college much is contained in the newspapers of Meadville. Worthy of note are the articles on Olden Time, written by John Reynolds for the Republican in 1867. Some interesting facts from the early files of the Crawford Messenger were collected by T. R. Kennedy during the early years of Dr. Bugbee's presidency and printed in the Republican under the head of Olden Time. For the years since 1876 the college paper, The Campus, should be noted.

II.

BRYN MAWR COLLEGE.

By Prof. FRANKLIN H. GIDDINGS.

Bryn Mawr College, at Bryn Mawr, Montgomery County, was incorporated in 1880, according to provisions of the will of Dr. Joseph Wright Taylor, of Burlington, N. J., as an institution for the advanced education of women, and in September, 1885, it was opened to students for both graduate and undergraduate instruction. In addition to grounds, buildings, library, and laboratories, it has a working endowment of nearly \$1,000,000. All of its thirteen trustees are members of the Society of Orthodox Friends.

Dr. Taylor was a man in whom deep religious convictions and a philanthropic spirit were united with liberal culture and broad views. His father, a college-bred man and physician, was of Puritan stock; his mother, a Friend. After an early education carefully conducted in the best Friends' schools, he had studied medicine in the University of Pennsylvania, spent one year as ship's surgeon on an East Indiaman, and three in medical practice in his native town of Upper Freehold, N. J., and had then engaged with two brothers in a tanning and leather business in Cincinnati. Success enabled him at 41 years of age to retire on his property, which, subsequently, was greatly increased by judicious investments. From this time until his death Dr. Taylor's thought and time were given freely to the religious and humane concerns of the Society of Friends. During extensive European travel he was an intelligent observer of the university methods of the Old World, and as a trustee of Haverford College he grew familiar with American educational affairs. He became impressed with the need of an institution where young women, and especially young women of the Society of Friends, could enjoy all those advantages of a college education that were being offered freely to young men. In 1876, his estate having become so large that he must think seriously of its right disposal, he talked with Francis T. King, president of the board of trustees of the Johns Hopkins Hospital and a trustee of the Johns Hopkins University, of Baltimore, about his purpose to found a college for women. On February 19, 1877, he made his will, devising certain minor legacies and bequeathing the residue of his estate "for a college or institute of learning * * * for the advanced education and care of young women or girls."

In this will the purposes and character of the college, as they had taken form in the founder's mind, are clearly defined. Eleven trustees are named with power to fill vacancies in their number, in the discharge of which duty they are to exercise great care "to select competent Friends of high, moral, and religious character, possessing enlarged and enlightened and cultivated minds, as far as may be attainable." In making investments they are emphatically charged not to place large amounts in any one security, except United States bonds and bonds and mortgages on productive real estate. The buildings that they erect are to be "substantial, sightly, and suitable," and "of the most approved construction." It is desired, though this and other desires and suggestions are clearly distinguished from the definite directions given, that all having any connection with the institution shall "endeavor to instill into the minds and hearts of the students the doctrines of the New Testament, as accepted by Friends and taught by Fox, Penn, and Barclay in earlier days, and by Grellet, Forster, Gurney, Hodgkin, and Braithwaite of later time." In the admission of students, "other things being equal, preference is to be given to members of the Society of Friends; but in all cases those should be preferred who are of high, moral, and religious attainments and good examples and influence, and such as are most advanced in education." Care is to be taken to "educate young women, to fit them to become teachers of a high order, and thus to extend the good influences of this institution far and wide through them." So far as possible the students "should be deeply impressed that true refinement of mind and of manners are essential to complete the female character." In all of these provisions and suggestions, nevertheless, the will is qualified. They are not to be so literally and rigidly construed as to bar progress. "Should it be found impracticable to carry out any part of the above provisions liberally," the trustees "are to use their discretion, with legal advice, in promoting the above objects to the best of their ability." By a codicil the number of the trustees was fixed at thirteen, and they were directed not to expend any part of the principal of the endowment fund.

Having thus broadly planned the college, Dr. Taylor did not leave the work of establishing it to be begun after his death. After carefully examining several possible sites he chose the high ground between Yarrow street and the old Gulf Road at Bryn Mawr as combining more advantages of accessibility, beauty of situation, healthfulness, and convenience than any other, and in two purchases, of April 9, 1878, and July 2, 1879, he secured the present grounds, 40.223 acres in area, for \$53,500. Plans for buildings and the internal economy of the college were formed after consultation with President Gilman of the Johns Hopkins University, President Seelye of Smith College, and Miss Johnson, principal of Bradford Academy, Massa-

chusetts, and visits to Mount Holyoke Seminary, Smith and Wellesley colleges. It was decided to erect one building for the purposes of instruction and to have the dormitories separate, in buildings that should accommodate not more than 30 to 50 students each. On August 4, 1879, ground was broken for the academic building, since called Taylor Hall, Addison Hutton, architect, and the work was well advanced when Dr. Taylor died, January 18, 1880.

The trustees named in the will were Charles S. Taylor, of New Jersey; Francis T. King and James C. Thomas, of Baltimore, Md.; James E. Rhoads, James Whitall, John B. Garrett, Charles Harts-horne, Samuel Morris, David Scull, jr., Francis R. Cope, and Philip C. Garrett, of Philadelphia, Pa.; William R. Thurston, of New York City, and Albert K. Smiley, of Providence, R. I. As Dr. Taylor had expressed a positive wish that the college should not be called by his name, they organized informally on February 10, 1880, as the Trustees of Bryn Mawr College. In accordance with the will of the founder, they elected Francis T. King president of the board, and on May 15 they obtained their charter, with power to confer degrees.

To husband the estate against the future needs of the institution, it was judged best to let interest accumulate, and to proceed slowly with the completion of buildings. The first dormitory, Merion Hall, was begun in 1883, and a circular of information was issued announcing that the college would be open for instruction in 1885. In the spring of 1884 James E. Rhoads, M. D., of Germantown, a trustee and widely known in educational and philanthropic circles for his active interest in these objects, was elected president of the college, and Miss M. Carey Thomas, Ph. D., of Baltimore, who after being graduated from Cornell University had enjoyed the fullest opportunities open to women in the universities of Europe, was elected dean. Further appointments in the faculty were made during the year. Taylor Hall, Merion Hall, and a large gymnasium, completely equipped with the Sargent apparatus, were completed early in 1885, and the first programme was issued. Students were received September 15, when autumn examinations began. Lectures and class work began on September 21, with 35 undergraduate students, 2 fellows, and 2 other graduate students in attendance. On September 23 inauguration exercises were held, in which memorable addresses were made by James Russell Lowell and President D. C. Gilman of the Johns Hopkins University.

The number of students increased rapidly and additional buildings became necessary. The second dormitory, Radnor Hall, was erected in 1886, and a third, Denbeigh Hall, in 1890. In February, 1893, Dalton Hall, an admirably equipped laboratory building for the scientific departments, was completed and opened for practical work, and at the same time the former physical laboratory was converted into an

isolated cottage infirmary, containing rooms for patients and nurses and a separate kitchen. A month later ground was broken for Pembroke Hall, a fourth hall of residence designed to hold 130 students.

In June, 1893, the trustees purchased, for \$39,000, ten additional acres of land, necessary to preserve unbroken the fine view of the college toward the west.

Other buildings belonging to the college are the residence of the president and seven houses occupied by members of the faculty. Ultimately more dormitories, a library, and an art building will be required. Taylor Hall and the dormitory buildings are handsome stone structures, in architecture embodying such suggestions from the ancient university buildings of Oxford and Cambridge as were suited to modern conditions. The internal arrangements of the students' halls are those of a well-appointed house, securing privacy, quiet, and the refinements of a cultivated home. Most of the rooms are in suites of three—a study and two sleeping rooms—each suite accommodating two students. Taylor Hall contains a large and beautiful assembly hall, used for morning chapel exercises, commencement, and other special occasions; the offices of the president, dean, and secretary; class and seminary rooms, and the rapidly growing library.

Dr. Taylor's conception of the institution he was founding expanded greatly during the years between the date of his will, in 1877, and his death, in 1880. The will had been drawn in such liberal terms that there was no need to change its provisions; but as he consulted with leading educators and began to put plans into effect he saw that he was but planting an institutional germ that must be left to have a historic growth and to develop an individuality of its own through its own experiences under changing intellectual and social conditions. He foresaw that it would outgrow his vision, but not his hope, and that it would need resources beyond the utmost he could provide. The trustees, in assuming their responsibilities, entered into the spirit of this large faith. While the buildings were in progress plans for the academic work were matured with deliberation and care. The work of other institutions was minutely studied. It was decided that there was no occasion to duplicate any existing college. Bryn Mawr ought to do a work not done elsewhere, and do it by the most progressive methods. The wish of its founder that it should afford opportunities for advanced study to young women looking forward to teaching was seen to point to a specific opportunity and duty. There were already normal schools; there were already colleges for women offering undergraduate instruction; but no institution was offering to women systematic courses of graduate instruction and guidance in those first attempts in original investigation or research that are the foundations in which every scholarly career is laid. The Johns Hopkins University emphasized the importance of graduate studies and showed how to conduct them and turn them to account.

From this leading idea the working details were naturally evolved. It prescribed first of all the character of the faculty. The instructors must be themselves men and women of the new era, prepared by thorough courses of study, familiar with university methods, at home in original research, and contributors to knowledge. It called for the foundation of fellowships and the encouragement of attendance by graduate students from other colleges. It indicated a slow multiplication of departments rather than an immediate attempt to cover every minute field of knowledge. No new department should be added until it could be liberally supported and enabled to do its work with thoroughness. It shaped and coordinated the undergraduate courses. They must afford a foundation for all graduate studies, but should lead up to a special and thorough work in a few or one. They could not, therefore, be wrought into a narrow and rigid curriculum. They must rather conform to the modern belief that, "while a liberal education calls for instruction in language and literature, in mathematics and the natural sciences, in history and philosophy, the proportion of these elements may be endlessly varied."

The outcome was a systematic development of the group system. The essentials of this plan did not originate at Bryn Mawr, but the excellent descriptive name did, and it has been more perfectly worked out there than in any other institution. Five hours a week in one subject for a year is a minor course. Five hours a week for two years is a major course. Two major courses that supplement one another are a "group." "Groups" may be constituted in either of the following ways: Any language with any language, mathematics with physics, mathematics with Greek or Latin, any science with any science, history with political science. With the advice of the dean, every student must elect a group, having due regard to personal aptitudes, qualifications, and future needs. Every student must take the following subjects, those not entering into her group being required in addition: English, five hours a week for two years; a laboratory science, five hours a week for two years, or two laboratory sciences five hours a week each for one year, or a laboratory science five hours a week for one year and history or political science five hours a week for one year; philosophy, five hours a week for one year; free electives, five hours weekly for a year and a half. No student not taking a language in her group or as a free elective need spend time on any language except English during her college course, but she must have at matriculation a good knowledge of Latin and of two of the three languages Greek, French, and German, and must study the one then omitted for one year before graduating, unless it be Greek, in which case she can substitute for it one year of collegiate work in Latin. She must also possess a reading knowledge of French and German at graduation. Much the same is true of mathematics. If solid geometry and plane trigonometry are offered at matriculation, further

work in mathematics will be elective. By these provisions a broad and varied course, having symmetry and unity, is secured to every student, but no two students need follow exactly the same course. Each may obtain that education which is best for the development of her own mind. Nor is there any fixed time for graduation. The strong and quick student may complete her work in three years; one who needs to be careful of health may take four and a half or five years.

To carry out such a plan it was necessary to fix a high standard for admission. The following requirements were established and have been strictly adhered to: For unconditioned matriculation a candidate must pass in fifteen sections; for conditioned admission she must pass in eleven. The sections are as follows: Group I, three sections, algebra, including quadratic equations, proportion, variation, and progression, and counting as two sections; plane geometry. Group II, three sections, Latin grammar and composition, Cæsar and Cicero, Virgil and sight reading. Group III, three sections, outlines of the history of England and the United States or of Greece and Rome; English; the elements of a natural science, which may be either physics, chemistry, botany, physiology, or physical geography. Group IV, six sections, Greek grammar and composition, Xenophon, Iliad, and sight reading; French grammar, French prose, French poetry. Group V, six sections, Greek grammar and composition, Xenophon, Iliad, and sight reading; German grammar, German prose, German poetry. Group VI, six sections, French grammar, French prose, French poetry, German grammar, German prose, German poetry. The candidate must take examinations in all the subjects of the first three groups and in those of one of the last three. She must also pass off at her option solid geometry, plane trigonometry, and a fourth language, so securing more time for special work in her college course.

Entrance examinations are held in June and September of every year at Bryn Mawr College, and in June of every year in Baltimore, Germantown, and Indianapolis. They may also be held by request in June, but not in September, in Boston, Cincinnati, California, New York, and in London or Paris, and may also be arranged for in other places.

The plan and scope of academic work as thus outlined determined the organization of the departments. Those only were called for that would together afford the necessary instruction in required studies and group combinations. The following departments, therefore, have been liberally established: Greek, with Sanskrit and comparative philology; Latin, English, including Anglo-Saxon; German language and literature, romance language and literature, philosophy, history, political science, mathematics, physics, chemistry, biology. Instruction is chiefly by lectures and seminary methods, with personal work in laboratories in the scientific departments, and constant individual

use of the library resources by every student. The annual appropriation of \$3,000 for the library is divided among the departments. The books and journals being thus bought on the advice of heads of departments, the collection is kept in vital relation with the work of instruction. By the gift in 1892 of the library of the late Professor Sauppe, of Göttingen, containing 16,000 volumes, the college became possessed of one of the best selected, most complete, and classical libraries in this country.

The only baccalaureate degree conferred is that of bachelor of arts. The master's degree may be obtained by graduates of Bryn Mawr only after a year of graduate study, approved by the faculty, followed by a successful examination. Candidates for the degree of doctor of philosophy, having obtained their first degree, must pursue a course of liberal nonprofessional study for three years at some college or university approved by the faculty and spend at least two of those years at Bryn Mawr. They must be examined in two subjects and present a dissertation, which must be printed, on some topic in their principal subject. They must be able to read French and German and have some knowledge of Latin. This degree is in no case given *honoris causa*.

The highest honor offered to a Bryn Mawr student is the European fellowship, which is awarded yearly to a member of the graduating class for excellence in scholarship. It entitles the holder to \$500 to be used in European university study of not less than one year.

The Garrett European fellowship, of the value of \$500, is applicable to the expense of one year's study and residence at some foreign university, English or continental, and is open for competition to all students, whether graduates of Bryn Mawr or of some other college, who have for two years pursued graduate studies at Bryn Mawr College. It was arranged that this fellowship should be awarded for the first time in April, 1894.

Nine regular fellowships, namely, one each in Greek, Latin, English, German, Teutonic philology, romance philology, history and political science, mathematics, chemistry, biology, are awarded annually to those candidates, whether graduates of Bryn Mawr or of other institutions, who are judged to be the best qualified. These fellowships, which are of the value of \$525 each, entitle the holder to free tuition, a furnished room in the college building, and \$300.

Five Garrett graduate scholarships of the value of \$200 each are open to the graduates of Bryn Mawr College or other colleges of good standing who may desire to pursue advanced study at Bryn Mawr.

Seven graduate and undergraduate scholarships, ranging in value from \$100 to \$400, are awarded annually, subject in each case to special limitations which are stated in the programme. Other scholarships, not specified in the programme, are awarded from time to time in special cases.

For students not holders of fellowships or scholarships the annual charge for tuition is \$100; for room \$125, \$150, or, in a few cases, \$250; and for board \$150. The year is divided into two semesters. Lectures begin on the Tuesday nearest October 1, and the annual commencement is on the first Thursday in June.

A college thus planned and organized must assume the value of moral as well as of intellectual freedom, and have faith in the sufficiency of serious aims and a pervading atmosphere of earnestness, sympathy, and refinement to maintain worthiness of demeanor and conduct. The life at Bryn Mawr is marked by an entire absence of any other disciplinary rules than those framed and enforced by a well-organized students' self-government association. Residence in college buildings is not obligatory. The going and coming and deportment of students are subject to no other regulation than those of common propriety and good breeding. Only in the matter of physical exercise are there positive and strict exactions. Every student must submit to careful examination by the physician in charge of physical training and go faithfully through the gymnasium exercises prescribed for her individual case. The result of this requirement, associated as it is with outdoor sports and a cheerful life, is a steady improvement in average health during the four years of college residence, notwithstanding the admitted arduousness of the courses of study followed.

The religious life of the college is characterized by that simplicity, liberality, and kindness that were beautifully exemplified in the life of its founder, and have always distinguished the religious society that he loved. Devotional exercises are held five mornings and one evening in the week. Attendance is general, though not required. Lectures on Christian ethics and Biblical interpretation are included in the required course in philosophy. Students of all denominations are treated with the same consideration and mingle on terms of perfect equality in all things. In choosing members of the faculty, character, scholarship, desirable personal qualities, and ability to teach are the requirements. Theological questions are not raised. No distinction is made between men and women in either title or salary.

Bryn Mawr conferred the degree of bachelor of arts on 1 graduate, her first, in 1888; on 24 in 1889; on 14 in 1890; on 11 in 1891, on 17 in 1892, and on 29 in June, 1893. Bryn Mawr has conferred the degree of A. M. on 1 candidate in 1890; on 1 in 1891; on 1 in 1892, and on 1 in 1893, and the degree of Ph. D. on one candidate in each of the years 1888, 1891, 1892, 1893. Seventy-six graduate students, including 32 Fellows, have taken advanced work. From among these, instructors and professors have gone to Wellesley, Vassar, Smith, and Barnard colleges; to the Woman's College of Baltimore, the Woman's Medical College of Baltimore, Northwestern University, the University of Illinois, Penn College, Mount Holyoke College,

and Alfred University. The original work carried on by the faculty and graduate students has already resulted in a large number of important contributions to mathematics, chemistry, biology, history, political science, philology, philosophy, and criticism.

In the autumn of 1893 Dr. James E. Rhoads resigned the presidency of the college, which he had held from its organization, the resignation to take effect August 31, 1894. M. Carey Thomas, Ph. D., dean of the faculty and professor of English, was elected to succeed Dr. Rhoads in the presidency.

Number of students.

Year.	Fellows and graduate students.	Undergraduates.	Total.
First, 1885-86	8	36	44
Second, 1886-87	10	54	64
Third, 1887-88	8	70	78
Fourth, 1888-89	16	100	116
Fifth, 1889-90	22	100	122
Sixth, 1890-91	12	120	132
Seventh, 1891-92	27	142	169
Eighth, 1892-93	34	166	200
Ninth, 1893-94	42	183	225

Average age at entrance of undergraduate students.

Year.	Age.		Year.	Age.	
	Years.	Months.		Years.	Months.
1885	20	4	1890	19	1
1886	18	10	1891	18	5
1887	19	8	1892	19	11
1888	19	10	1893	19	6
1889	20	4			

Sources.—"Memoir of Joseph W. Taylor, M. D.," Philadelphia, 1884; "Extracts from the will of Joseph W. Taylor," printed for the use of the trustees of Bryn Mawr College; "Charter of the trustees of Bryn Mawr College," "Addresses at the inauguration of Bryn Mawr College," Philadelphia, 1887; "The President's Report to the Board of Trustees," years 1884, 1885, 1886, 1887, 1888, 1890, 1891, 1892; "Program Bryn Mawr College, 1893."

III.

BUCKNELL UNIVERSITY, LEWISBURG, PA.

The first Baptist church in Pennsylvania was organized near Philadelphia in 1684. In 1789 the Baptists numbered 1,054 members; in 1901 they had increased to over 120,000, gathered in 730 churches and served by 650 ordained ministers. It was early felt by the Baptists that they should have an institution for the higher education of their youth and bear their proper share in the work of higher education in Pennsylvania. The Philadelphia Association of Churches founded Rhode Island College, now Brown University. In 1845, August 14, a committee, of which William H. Ludwig was chairman, reported to the Northumberland Association that "it is desirable that a literary institution should be established in central Pennsylvania, embracing a high school for male pupils, another for females, a college, and a theological institution." Through the Rev. Eugenio Kincaid and the Rev. J. E. Bradley, Stephen W. Taylor, who had recently resigned his professorship in Madison University, became enlisted in the new enterprise. Under the principalship of Professor Taylor, assisted by his son, Alfred Taylor, A. M., and I. N. Loomis, A. M., a school was opened in the fall of 1846 in the basement of the Baptist church. The date at which the charter was approved by the executive of the State was the 5th of February, A. D. 1846. The names of the first trustees, as given in the charter, were: James Moore, James Moore, jr., Joseph Meixell, William H. Ludwig, Samuel Wolfe, Levi B. Christ, Henry Funk, Joel E. Bradley, Eugenio Kincaid, Benjamin Bear, William W. Keen, William Bucknell, jr., Thomas Watson, James M. Linnard, Lewis Vastine, Oliver Blackburn, Caleb Lee, Daniel L. Moore.

The institution, in the charter, was designated "The university at Lewisburg," leaving the naming of it for the future. In 1886 it was named "Bucknell University." The charter, as amended in 1882, places the government of the institution in a single board of trustees, consisting of 25 members or fewer, at the option of the board. The trustees are prohibited, for any cause or under any pretext whatever, from encumbering by mortgage or otherwise the real estate or any other property of the institution. It is required by the charter that no religious sentiments are to be accounted a disability to hinder the election of an individual to any office among the teachers

of the institution, or to debar persons from attendance as pupils, or in any manner to abridge their privileges or immunities as students in any department of the university.

In 1868 the theological department was discontinued. The institution as now organized aims to impart sound instruction in all non-professional studies. To this end the institution comprises four departments: The college, for those who wish a full course of study; the academy, for those preparing for college, for teaching in the public schools, or for business; the institute, for young women in all branches; and the school of music for both sexes. These three departments occupy separate buildings, but are under one corporation and have one president.

All expenses are met from funds in the hands of a common treasurer, and all the resources of the corporation are used to strengthen and develop the institution in every department.

MATERIAL EQUIPMENT.

The university has received no aid from the State of Pennsylvania or from the United States Government. It has depended entirely on the benevolence of individuals. Of the first \$100,000—made necessary by the conditions of the charter—only about \$80,000 were actually collected. About the year 1852, a second effort was made to collect funds, and \$45,000 were given by a few men of means, without a general canvass for that purpose. About \$20,000 have been raised by the sale of lands purchased at a low figure at the beginning of the enterprise. During the years 1857–58 about \$30,000 were raised by subscription to be applied in payment of the building then in process of erection. In A. D. 1864 another subscription was commenced, which was completed in May, A. D. 1865, and amounted to \$100,000. In 1881 the sum of \$100,000 was raised for endowment, of which the Hon. William Bucknell contributed \$50,000. Mr. Bucknell subsequently gave \$20,000 for scholarships, \$2,000 for endowing certain prizes in the Ladies' Institute, and \$115,000 for general endowment. In addition to these gifts, Mr. Bucknell provided funds for the erection and equipment of the astronomical observatory, the chemical laboratory, the chapel, the cottage for young men, and that for young women.

On the demise of Mr. John C. Davis, of Philadelphia, in A. D. 1873, a bequest of \$3,000 was paid to the university, and a conditional residuary interest, which has not yet been realized, was also contained in his will. Also, by a similar provision in the will of the late Park H. Cassidy, of Philadelphia, the sum of \$2,000 is secured to the university. In A. D. 1886 William H. Backus, M. D., an alumnus of the class of 1853, bequeathed his estate to the institution for the endowment of the library. This estate, consisting chiefly of realty, was inventoried at \$48,109.

In 1891-92 President Harris, assisted by Rev. James W. Putnam, raised a supplementary endowment of \$100,000.

In 1900 a fund of \$75,000 for additional endowment and improvement was completed. An effort is now (1902) in progress to raise \$100,000 for increasing the endowment. The total property of the institution aggregates over \$800,000.

THE UNIVERSITY PROPERTY.

I. THE COLLEGE.

The college building is situated on a hill which rises 100 feet above the Susquehanna River, and overlooks scenery of unsurpassed beauty. It has a façade of 320 feet. The building was designed by Thomas U. Walter, LL. D., architect of the Dome and wings of the Capitol at Washington, D. C., and is in the Grecian style, combining dignity and simplicity. The central portion is 80 feet square, and is strengthened in front by four massive columns. Within, on the first floor, are five commodious recitation rooms, respectively for English literature, Greek, Latin, mathematics, and modern languages.

On the second floor are the halls of Theta Alpha and Euepia literary societies, the library room, reading room, and museum of natural history.

In the third story is commencement hall, with a seating capacity of 1,500.

The wings on the eastern and western side, respectively, of the main building are each 120 feet in length and four stories high, and are used for students' rooms.

Several thousand dollars have been expended recently in improving the college building.

II. THE WEST COLLEGE.

The West College was ready for occupancy at the opening of the school year, September 20, 1900. It is constructed of brick, four stories in height, and contains 97 rooms, one of which is a hall for the use of the Young Men's Christian Association, another a reading room, and the others are designed for the residence of students.

III. BUCKNELL HALL.

Bucknell Hall is used as a chapel in which all the students meet every morning for worship. These exercises give unity to the life of the university, and base the unity upon religious principles. The time is devoted wholly to worship, consisting of singing, reading of Scripture, and prayer.

IV. BUCKNELL OBSERVATORY.

The observatory was erected in 1887, and is designed for the use of students in practical astronomy.

The entire equipment is new, and represents the latest improvements in this class of instruments. It consists of a Clark equatorial telescope of 10 inches aperture and $12\frac{1}{2}$ feet focal length, furnished with a fine position micrometer and all the usual accessories; a spectroscope, with prism and grating by Brashear, the grating having 14,500 lines to the inch; a 3-inch prismatic transit with a 13-wire movable micrometer, by T. Ertel & Sons; a Fauth chronograph with Bond spring governor; a Waldo precision clock for sidereal time with mercurial compensation, break circuiting apparatus, Damell's battery and telegraph sounders; a Seth Thomas clock for solar time; a sextant; a 3-inch altitude azimuth refractor; a set of meteorological instruments; celestial globes and maps, and standard works on theoretic and practical astronomy.

V. THE BUCKNELL LABORATORY.

The laboratory was erected in 1890, and is 43 feet in width and 86 feet in length, and has two stories above the basement. In the first story, which has a clear height of 15 feet, are a lecture room, with a seating capacity for 125 students, and a large working room, in which are tables for individual work in chemical analysis; the second floor contains a lecture room for the class in physics, and one room each for quantitative and qualitative analysis; the basement has a dark room for photometry, a room for applied chemistry, another for electricity, and a fireproof room.

VI. THE TUSTIN GYMNASIUM.

The basement of the gymnasium is built of stone, and contains rooms for students' lockers, wardrobes, and dressing rooms, shower baths, furnaces, and coal. The second story is built of brick, rising 22 feet from the main floor to the square and is open to the roof. At the height of 12 feet a running-track gallery, 6 feet wide, surrounds the room.

Near the gymnasium is the athletic field, carefully graded and fitted up for football, baseball, lawn tennis, and other outdoor sports.

VII. THE ACADEMY.

The academy building, situated on College Hill, is 50 feet in width by 80 feet in length and three stories high. On the first floor is a commodious dining room, 30 feet by 36 feet; two recitation rooms, a reception room, and the principal's office. On the second floor are suites of rooms for the principal and his family and for the matron, and a society hall. The third floor is occupied by students' rooms. These are 20 feet by 12 feet and 14 feet high. Over \$3,000 have been recently expended in the improvement of this building. Borough water and steam heat have recently been introduced.

VIII. THE EAST HALL.

This is the Bucknell cottage for young men, and is contiguous to the academy building and connected with it by a covered passageway. It is a brick building, three stories high, 60 feet in length, and 40 feet in width, and is finished in natural wood. The building contains a recitation room, teachers' apartments, and rooms for 37 students. The rooms have high ceilings, large double windows with inside shutters, two commodious closets each, and are warmed by steam radiators.

IX. HEATING AND LIGHTING PLANT.

A central steam heating and electric lighting plant has been erected. All the rooms, public and private, in the several buildings of the institution will be warmed from this plant. The basement story has one room, 40 by 42 feet, for the heating plant, and another, 20 by 50 feet, for the electric plant. The main story is intended to accommodate the department of physics.

X. THE INSTITUTE.

The campus of the Ladies' Institute is separate from that of the college, and comprises 6 acres.

The main building contains, on the first floor, an office for the principal and the registrar, a reception room, the office of the director of music, music rooms, two recitation rooms, and a dining hall; on the second floor, a schoolroom and a parlor, elegantly furnished; on the third floor, a library room, teachers' apartments, and students' rooms.

The south hall, erected in 1869, is devoted to students' rooms, except the third story, which is used as a gymnasium.

XI. THE BUCKNELL COTTAGE.

This building stands to the southwest of the main building, being connected with it by an inclosed passageway. It is built of brick, in the Queen Anne style of architecture, and has dimensions of 100 feet by 33 feet. The interior is finished in natural wood, and is equipped, in matters of light, heat, and ventilation, with the most modern improvements.

The portion allotted to students' rooms affords accommodations for 40 occupants. These rooms are in suites, on the general plan of a center parlor, with bedrooms and closets on either side. The most spacious room of the building and its chief attraction is the studio, with such adjustments for the admission of light and supply of unnumbered wall surfaces as renders it precisely adapted for the execution and display of art products.

All the institute buildings are supplied with hot and cold water. Steam pipes and radiators warm every room. The drainage is good. The constant good health of the students bears testimony to the excellent sanitary condition of the school.

XII. THE PRESIDENT'S HOUSE.

The corporation also owns a house for the use of the president of the university.

COURSES OF STUDY.

The following courses of study may be pursued in the college:

I. The classical course extends through four years and aims to furnish a liberal education in the classics, the sciences, the arts, and literature. It comprises substantially the studies of the established college curriculum, with the addition of such branches as modern life seems to demand. Students who have satisfactorily pursued the course are admitted to the degree of bachelor of arts.

II. The philosophical course, with Latin or Greek in each of its two divisions, also extends through four years and aims to furnish a thorough training in advanced studies to those who desire to pursue but one of the ancient languages. This course contains five terms of such language study, be it of Latin or Greek, most of the other studies of the classical course, with some addition of scientific subjects. Students pursuing this course recite, as far as possible, with classical students. Those who have satisfactorily completed the studies of the course are admitted to the degree of bachelor of philosophy.

III. The scientific course extends through four years and is substantially the same as the philosophical course, with the substitution of additional mathematical and scientific studies for Latin and Greek. Those who have completed the course are admitted to the degree of bachelor of science.

In the selection of optional studies in the above courses the choice must be made with the approbation of the faculty.

IV. Advanced courses in literature, philosophy, and science have been established, leading, respectively, to the degrees of master of arts, master of philosophy, and master of science. These courses are open only to graduates of Bucknell University.

Summary of attendance, 1892.

Graduate students	62
The senior class	50
The junior class	63
The sophomore class	64
The freshman class	104
Special students	20
Total in college	363
In other departments	218
Total in all departments	581

The following were presidents from the founding of the college to the year 1892:

	Accessus.	Exitus.
Stephen W. Taylor, LL. D.	1846	1851
Rev. Howard Malcom, D. D., LL. D.	1851	1857
Rev. Justin Rolph Loomis, Ph. D., LL. D.	1857	1879
Rev. David Jayne Hill, LL. D.	1879	1888
John Howard Harris, Ph. D., LL. D.	1889	

THE FACULTY IN 1902.

JOHN HOWARD HARRIS, PH. D., LL. D.,
President and Professor of Psychology and Ethics.

FREEMAN LOOMIS, PH. D.,
Professor of Modern Languages and Literature, and of History.

GEORGE G. GROFF, M. D., LL. D.,
Professor of Organic Sciences.

WILLIAM CYRUS BARTOL, A. M., PH. D.,
Professor of Mathematics and Astronomy.

FRANK ERNEST ROCKWOOD, A. M., LL. D.,
Professor of the Latin Language and Literature and Dean of the College.

WILLIAM GUNDY OWENS, A. M.,
Professor of Physics and Chemistry.

ENOCH PERRINE, A. M., LITT. D.,
Professor of English Literature, and Secretary.

THOMAS FRANKLIN HAMBLIN, A. M.,
New Jersey Professor of the Greek Language and Literature.

LINCOLN HULLEY, A. M., PH. D.,
Professor of History.

WILLIAM EMMET MARTIN, A. M.,
Professor of Logic and Anthropology.

MISS EVELINE JUDITH STANTON, PH. M.,
Dean of the College Women.

NELSON FITHIAN DAVIS, SC. M.,
Assistant Professor of Organic Science.

EPHRAIM M. HEIM, PH. D.,
Professor of Economic and Political Science.

GUIDO CARL LEO RIEMER, A. M.,
Professor of Modern Languages.

LLEWELLYN PHILLIPS, A. M.,
Crozer Professor of Rhetoric.

ELYSÉE AVIRAGNET, A. M., MUS. DOC.,
Instructor in the Romance Languages.

ALBERT BURNS STEWART, A. M.,
Instructor in Mathematics.

THOMAS JOHNSON MORRIS, A. B.,
Instructor in Oratory.

MISS JENNIE DAVIS, PH. B.,
Assistant in English.

MISS ELIZABETH LILLIAN FOUST, PH. M.,
Reader in English.

HAROLD MURRAY McCLURE, A. M.,

President Judge, Seventeenth Judicial District, Lecturer on Contracts and Practice.

FREDERICK EVANS BOWER, A. M.,

Attorney at Law, Lecturer on Crimes and Torts.

ALBERT WILLIAM JOHNSON, A. M.,

Attorney at Law, Lecturer on Real Property and Equity.

WILLIAM LEISER, M. D.,

Lecturer on Surgery.

WEBER L. GERHART, M. D.,

Lecturer on Anatomy.

CHARLES ALEXANDER GUNDY, M. D.,

Lecturer on Pathology.

GEORGE DANA BOARDMAN, D. D., LL. D.,

Lecturer on Social Ethics.

LEMUEL MOSS, D. D., LL. D.,

Lecturer on Social Science.

BENAIAH L. WHITMAN, LL. D.,

Lecturer on Practical Ethics.

WILLIAM EMMET MARTIN, A. M.,

Librarian.

REV. CALVIN AURAND HARE, A. M.,

Financial Secretary.

WILLIAM CHRISTIAN GRETZINGER, PH. B.,

Registrar of the University.

AUTHORITIES CONSULTED.

Manuscript sketch of the early days of the university at Lewisburg, prepared by Stephen W. Taylor, LL. D., and engrossed in the minutes of the board of curators.

Sketch of the University at Lewisburg, by J. R. Loomis, LL. D., published in pamphlet form, with other matter, at Lewisburg, 1875.

Cathcart's Baptist Encyclopedia, published at Philadelphia.

Annual catalogues of the university.

IV.

CENTRAL PENNSYLVANIA COLLEGE.

This institution is located at New Berlin, Union County, Pa., and was founded by the Central Pennsylvania Conference of the Evangelical Association of North America, mostly through the efforts of Rev. W. W. Orwig, who became its first principal, and Revs. Simon Wolf and C. F. Deininger. Its history naturally divides itself into two general divisions with three distinct periods in the first division.

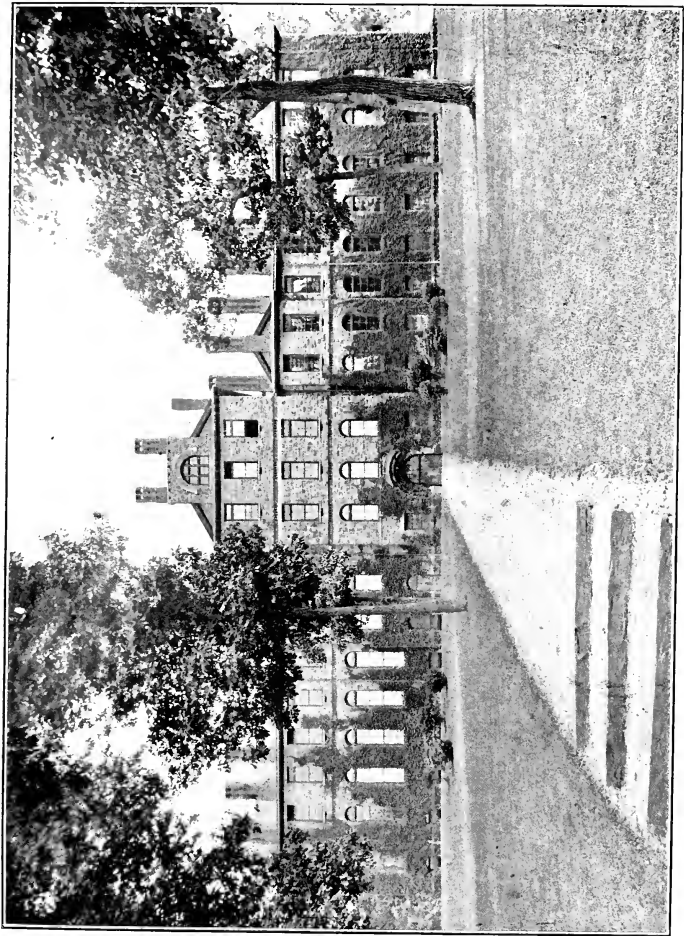
I. UNION SEMINARY. 1855-1886.

At its annual session in March, 1854, the conference resolved to establish an institution of learning, and appointed a committee to select a site and prepare plans. During the next year the institution was founded and a building erected and opened for instruction January 1, 1856. Several courses of study were adopted, only one of which, a ladies' course of three years, was complete. The courses for young men were a "teachers' course" of three years and a "classical course" preparing students for the junior class in college. The intention was to develop the classical course and finally convert the seminary into a college—a purpose not realized until 1886, long after this course had been discontinued and another had taken its place. Classes were graduated regularly from 1859 to 1863, when financial difficulties compelled the seminary to close its doors, and thus forfeit its charter.

In the spring of 1865 a number of men, led by the Rev. M. J. Carothers, of Milton, Pa., raised the amount necessary to meet the claims of the creditors, and by this act the institution became their property. They divided the amounts contributed into shares and formed a stock company under the name of the "Educational Society of the Central Pennsylvania Conference of the Evangelical Association." The seminary was then leased to men who selected their own corps of teachers and conducted the school on the plan of an academy without any fixed course of study. The educational society continued to operate the institution in this way under successive leases till 1883.

In March, 1880, the trustees adopted a course of studies and applied for a charter, which was granted on the 20th of September, a day that has ever since been celebrated by the college with a public entertainment, consisting chiefly of exercises by the senior class.

A Biblical and theological course was adopted at the same time for students preparing to enter the ministry, and a commercial department was organized, giving a full course in bookkeeping and its accessories, and later in stenography and typewriting. In 1882 there was added an elementary course similar in scope to the elementary courses of the State normal schools.



FRONT OF CHEMICAL LABORATORY—CENTRAL PENNSYLVANIA COLLEGE.

For the benefit of the church and the community in general and to extend its influence and patronage, the educational society in 1880 sold the institution to the Central Pennsylvania Conference, its original owner, for a merely nominal sum. This transfer made a new charter necessary, which was accordingly secured, giving the institution full collegiate powers.

From this time till 1886 the school developed rapidly, and at the repeated requests of friends and patrons the name was changed to Central Pennsylvania College.

II. CENTRAL PENNSYLVANIA COLLEGE.

The history of the college dates practically from 1883, when the last transfer of the property was made and the new charter was secured, granting the power to confer degrees, etc.

Gradually the curriculum of 1880 was developed into the present scientific course leading to the degree of B. S. The other departments were likewise improved, and in 1887, when the name was changed, a full classical course, leading to the degree of A. B., was added.

In 1882 the first class graduated from the old seminary course of 1880, and in 1883 the first class completed the elementary course. The first class to complete the classical course graduated in 1887. The class of 1892 numbered 13 from the different departments.

The college is governed and controlled by a board of seven trustees, who are elected for a term of three years. These have the care of the property and choose and employ the faculty.

The institution is fairly well supplied with philosophical, chemical, mathematical, and other instruments and appliances for experimental instruction. The collection of minerals and fossils is quite large. The library contains over 3,800 volumes and the reading room is well furnished with leading daily, weekly, and monthly papers and magazines.

With the college are connected two literary societies, a Young Men's Christian Association, a chapter of the American Agassiz Association, and other auxiliaries which have for their object the promotion of the study of language and literature.

Music has always been taught, and in 1891 a regular department in this branch was organized and a course of instruction fixed upon.

The faculty numbers 8, and the students about 100.

Students of both sexes are admitted to all the courses of study except the theological, to which are admitted only young men preparing for the ministry.

An annual catalogue is published which gives a synopsis of the courses of instruction, the names of the officers and students of the institution, the time for the opening and closing of terms, and a calendar of the public exercises, together with such other information as is generally desired by persons who patronize such institutions.

V.

DICKINSON COLLEGE, CARLISLE. PA.

By Prof. CHARLES F. HIMES.

FOUNDATION.

With the return of peace in 1783, at the close of the Revolutionary struggle, one of the first public enterprises that enlisted the interest of the leading statesmen of Pennsylvania was the foundation of a college, the second in the State, at Carlisle, which was expected "to promote the real welfare of the State and especially of the western parts thereof." The project was not altogether a new one, as the establishment of a college at some point west of the Susquehanna had been agitated before the war; but among other obstacles it had encountered the refusal of the legislature to grant the necessary charter. But now the charter seems to have been readily granted, as it states, on "petition of a large number of persons of established reputation for patriotism, integrity, ability, and humanity." Prominent among other reasons set forth are that "the happiness and prosperity of every community (under the direction and government of Divine Providence) depends much on the right education of the youth, who must succeed the aged in the important offices of society, and the most exalted nations have acquired their preeminence by the virtuous principles and liberal knowledge instilled into the minds of the rising generation," and that "after a long and bloody contest with a great and powerful Kingdom it has pleased Almighty God to restore the blessings of a general peace whereby the good people of this State, relieved from the burthens of war, are placed in a condition to attend to useful arts, sciences, and literature, and it is the evident duty and interest of all ranks of people to promote and encourage, as much as in them lies, every attempt to disseminate and promote the growth of useful knowledge." Another argument used for the promotion of the enterprise was that the youth of independent America should be educated at home rather than in the schools of England, as had been customary before the war. Interesting, too, in this connection, is the intimate association of liberty with piety and learning in the minds of the leading citizens of that day, shown frequently in the documents of the college, and which was emphasized in the legend adopted for the seal of the corporation at its organization, namely: "Pietate et doctrina tuta libertas."

The college was named "in memory of the great and important services rendered to his country by His Excellency John Dickinson, esquire, president of the supreme executive council, and in commemoration of his very liberal donation to the institution." It is true that Dickinson was one of the few men who had ventured to vote against the Declaration of Independence at the time of its adoption, although no one had contributed more to this final result than he had done by the masterly eloquence of his pen in almost all the leading State papers of that period. But he acted from conscientious conviction that the measure was premature, and his patriotism and integrity were never questioned by his fellow-citizens in spite of the most virulent attacks of political opponents; and in 1782, just preceding the founding of the college, he had been triumphantly elected chief executive of Pennsylvania, after a most bitter political contest. Besides this position as a trusted political leader, his reputation as a scholar, according to Jefferson, "one of the most accomplished" the country had produced, was calculated to give character to the young institution. The exact nature and extent of the donation by him, alluded to, are not known. It embraced a "plantation" of 200 acres, subsequently sold for £200, to which was afterwards added a "plantation" of 500 acres. The term "plantation" characterized improved land. A valuable collection of books from his own library, then one of the largest and choicest in the country, also formed a part of the donation, and there were subsequent minor contributions. But although the sum of his gifts to the college, all together, may have been for that day all that it was described, it would hardly be considered large at this time. Whilst the name "Dickinson" may, therefore, have been given very properly to the newly established college, the enterprise perhaps owed its inception more to Dr. Benjamin Rush than to any other individual; and his enthusiastic and unwearied personal efforts in its behalf, extending over more than a quarter of a century, contributed largely to assure the permanence of the college. There is scarcely a subject connected with the organization and successful administration of a college that was not touched upon during those years in his voluminous correspondence in regard to Dickinson. Although Dickinson and Rush had differed widely politically, they seem to have had a high regard for each other, and cooperated most cordially in this enterprise.

ORGANIZATION.

The original act of incorporation, approved September 9, 1783, placed the college "under the management, direction, and government of a number of trustees, not exceeding forty, or a quorum or board thereof." The quorum was fixed at nine members, but the assent of seven, at least, was required to dispose of property. The forty individuals named in the act and their successors were empowered to

fill vacancies by new elections, and thus perpetuate the body, with the restriction that the original number of clergymen—one-third of the whole—should not be diminished, and that neither principal nor professors, whilst they remain such, should be capable of the office of trustee. The first meeting of this board was held at the house of John Dickinson, in Philadelphia, September 15, 1783, and meetings were afterwards held at the house of Dr. Rush, on Second street, and in the statehouse. The first meeting in Carlisle was held April 6, 1784, in the court-house. After going in procession to the Episcopal Church and hearing a sermon suitable to the occasion, the trustees were eloquently addressed, on reassembling, by Governor Dickinson, and proceeded at once to the organization of the college. Addresses were ordered to different religious bodies; also a petition to the legislature for aid and letters to persons in Europe for assistance.

By a supplementary act, approved February 13, 1826, the restriction preventing the diminution of the number of clergymen in the board was removed, and it was provided "that not more than one-third of the trustees shall at any one time be clergymen." By another supplementary act, April 10, 1834, shortly after the college came under its present denominational control, the principal of the college for the time being was made *ex officio* president of the board of trustees with all the rights of any other member of the board, and the ultimate authority of the board in cases of discipline with which, among other usual powers, it had been invested by the original charter was restricted to appeals in cases of expulsion. The discipline of the college was thus "essentially vested in the professors and faculty, they being held responsible for the proper exercise of the same." These changes, intended to give the faculty representation in the board of trustees and to give it independent and responsible control of discipline, had been favorably discussed several years before. By the same act, the board of trustees was given full power to declare the seats of members vacant for nonattendance for two years or upward, or for inability to attend to the duties of the office for one year, and to fill the vacancies thus occasioned. This provision remedied what had proved to be a serious omission in the original charter. In 1879, by further amendments to the charter, the term of office of trustees was limited to four years, with eligibility for reelection, and the body was divided into four equal classes, so that the terms of one-fourth of its members expire each year. In 1889 an amendment of the charter changed the requirement of an oath or affirmation—originally the post-revolutionary ironclad oath—for induction of trustees into office to a requirement to subscribe to an obligation in a permanent record book, and at the same time the amount of property permitted to be held by the board was largely increased.

In 1890, by a further change of the charter, the number of the board was increased by ten, to provide for alumni representation in that

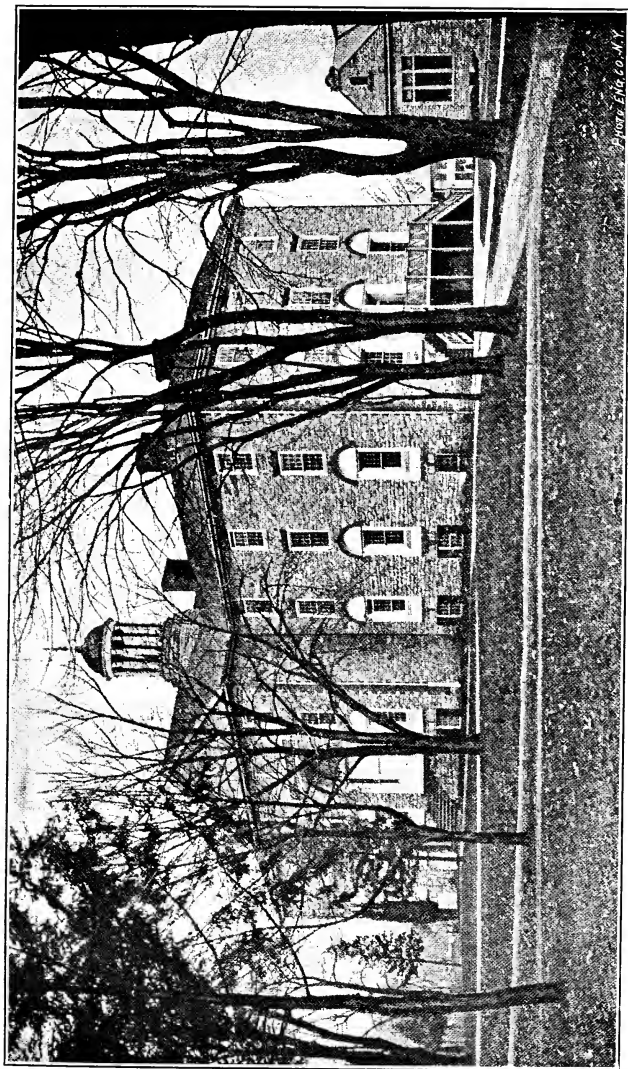
body and increased representation "at large;" that is, of members elected irrespective of any distribution of the members of the board territorially among the patronizing conferences. The four members to be elected by the alumni "as the board may direct," under the regulations adopted by it, are allotted to four territorially defined district alumni associations, each electing one member for a term of four years.

ECCLESIASTICAL RELATIONS.

The original charter provided that at least one-third of the board of trustees should be clergymen, assigning as a reason that "it has been found by experience that those persons separated from the busy scenes of life that they may with more attention study the grounds of the Christian religion and minister it to the people are in general zealous promoters of the education of youth, and cheerfully give up their time and attention to objects of this kind." But the nondenominational character intended to be given to the institution was clearly indicated by the provision that "persons of every religious denomination among Christians" should be "capable of being elected trustees," and that no person, "either as principal, professor, or pupil, be refused admittance for his conscientious persuasion in matters of religion." The board has always been a mixed board, and up to 1833 different denominations were also represented in the faculty. Owing, however, to the location of the college and to the prominence of the Presbyterian denomination in general intelligence and educational zeal as well as in numbers, the early financial support and patronage of the college was expected in large degree from that denomination, and it was natural that it should preponderate numerically in the early councils of the college in the faculty as well as in the board of trustees.

Its first president, Dr. Nisbet, was not only an eminent Presbyterian divine, but for a time during his presidency filled the pulpit of the Presbyterian church in Carlisle, as did some of the professors subsequently. It was natural that the impression should have been created that the college was a strictly Presbyterian institution. Denominational jealousies manifested themselves at times, and even legislative investigation was made to determine whether there was undue denominational influence. In 1832 the financial condition of the college and the lack of patronage for various causes led to the call of a special meeting of the board on March 12, 1833, to consider a suggestion, that the Baltimore Conference of the Methodist Church, which was then considering the establishment of a college, might assume the support of Dickinson College if intrusted with its control. The suggestion met with favor, and a general meeting of the trustees was called, by resolution, for the 18th of April, at which time a committee of the Baltimore Conference, now having the Philadelphia Conference asso-

ciated with it, met with the board, and laid before it the resolution of their conference expressive of its willingness to embrace the opportunity to secure the institution and to assume the accompanying obligation to support it, and inquiring whether the transfer could be made. A committee of the trustees, after conferring with this committee, reported favorably to the transfer, assigning among the reasons "that those colleges in the United States that have been conducted by or under the patronage of some prominent Christian sect have been more flourishing in their operations and more useful in their influence than others that have not had these advantages." They regarded the transfer to the control of that denomination, under the circumstances, in their own language, as a proper expedient for the effectual and direct promotion of the original design of the founders of the college. The action was unanimous on the part of those present. Absent members were notified of the action of the board and requested to cooperate. The body adjourned to meet on the 6th of June, after having ordered that, in the meantime, a circular letter should be sent at least three weeks before the date of the meeting to each member of the board embodying its action and stating that an election for members of the board would take place at that time. At that meeting a committee of the conferences, with Bishop Emory as chairman, was introduced to the board and then retired; then, according to the plan previously agreed upon, after great deliberation, as most advisable, the vacancies in the board of trustees were increased by resignations to 18, and the persons nominated by the committee were elected to the vacancies. The board then organized anew, with Bishop Emory as president, and the transfer of this large public interest to the Methodist Church was thus made openly, with the utmost deliberation and after the fullest consideration of all the interests and responsibilities involved on both sides, with entire harmony of feeling on the part of all concerned and solely with a view to promote the public good. A change of charter was not considered necessary or expedient. The conferences at once set about raising an endowment fund, and each had a special education board chartered to receive all the funds contributed within its bounds for this purpose, with the obligation to pay over all income from such funds to the trustees of the college so long as it shall remain under the control of the Methodist Church, which is interpreted to mean so long as a majority of the board of trustees shall be members of that church. Should the college cease to be under the control of the Methodist Church the funds held by these boards may be applied to educational purposes under the direction of the several conferences. Since the date of this transfer the college, thus deriving its support and for the most part its patronage from that denomination, has been regarded as a Methodist college, and is officially recognized as such by the reception of an annual report of its conduct and condition and the appointment of visitors by the conferences.



WEST COLLEGE, 1803—DICKINSON COLLEGE.

GROUNDS AND BUILDINGS.

The exercises of the college were conducted for twenty years in a small two-story brick building on the corner of an alley, and for a time at least some of the exercises were held in the United States barracks adjoining the town. In 1798 the campus proper, comprising a full square of the borough of Carlisle, was purchased of the Penns, and subsequently, at different dates, a lot 150 by 240 feet, separated from the campus by Main street and occupied at present by the preparatory school, and a lot a square from the campus, with a building admirably fitted for the accommodation of the law school, more recently an athletic field, comprising 5 acres, has been bought.

Upon the campus are grouped the buildings used by the college proper. Immediately after its purchase measures were taken looking to the erection of a building, which was so far completed in 1803 as to be partially occupied, when it was destroyed by fire. The misfortune was regarded as a national one. Contributions for its reerection were made by many not specially interested in the college, including President Jefferson and many Republican members of Congress, although the college had been notoriously in sympathy with the Adams Administration. The new building, known as West College, after plans by Latrobe, the architect of the National Capitol, of native limestone trimmed with red sandstone, is 150 by 54 feet and four stories high. It contains the halls of the literary societies, a Young Men's Christian Association hall, three lecture rooms, and rooms for 40 students.

East College, erected in 1836, also of native limestone, 130 by 42 feet, four stories high, is used principally for dormitory purposes.

The Jacob Tome Scientific Building, erected in 1884 through the liberality of Jacob Tome, is of native limestone trimmed with Ohio sandstone, 184 feet by 56 feet. The one-story plan, which has so much to recommend it for scientific purposes, was adopted in its construction, and the building combines an attractive architectural appearance, with perfect adaptation to the uses for which it was designed. It contains complete provision in one wing for a college department of physics, including lecture room, office, and private laboratory for professor, a large laboratory, 53 by 22 feet, for general use, and minor apparatus rooms, and similar ample provision for the chemical department in the other wing, with a large museum hall in the center.

The gymnasium, erected in 1884, of brick, with a main hall 75 by 40 feet, flanked with wings containing bowling alleys, dressing and bath rooms, and office, and very completely equipped in every respect, furnishes ample facilities for physical training.

The James W. Bosler Memorial Library Hall, erected in 1885 at a cost of \$68,000 by the widow of him whose name it bears, is of brick and red sandstone combined, and is substantially fireproof as well as

an admirable structure in architectural design. In addition to ample accommodation for the library of the college and those of the two literary societies, it contains a commodious and elegant reading room and an audience hall capable of seating 800 persons.

LIBRARIES.

The libraries of the college consist of three distinct collections nearly equal in size, aggregating about 32,000 volumes, all embraced in a single catalogue, on the card plan, thus practically constituting a single library for reference. The collection of the college proper is rich in old and rare volumes and in reference books in certain departments, whilst those of the Belles-Lettres and Union Philosophical Societies, accumulated by them during the century of their existence, are, from the manner of their growth, more fully adapted to the work and tastes of students, and are annually increased by purchases made by the societies.

APPARATUS.

Among the other resources for instruction is the usual apparatus of physical and chemical departments, including many highly interesting historical pieces acquired in the early history of the college, among them a large burning lens, once the property of Priestley; a valuable mineralogical and geological collection, and an observatory equipped with an excellent telescope of 5-inch objective, equatorially mounted and furnished with right-ascension and declination circles.

FINANCES.

The expectation of financial support, at the foundation of the college, rested upon the benevolence of individuals. The preamble to the charter states that the house was informed, as well by the "petition as by other authentic documents, that a large sum of money, sufficient to begin and carry on the design for some considerable time," was "already subscribed by the generous liberality of divers persons, who are desirous to promote so useful an institution," and that there was "no doubt but that further donations" would "be voluntarily made so as to carry it into perfect execution." Among these the donation of Dickinson, as previously stated, accounted as large then, would be small according to modern standards. At the first meeting in Carlisle in 1784, however, among other ways and means to raise funds, a petition to the legislature for aid was ordered. This was very tardily given. The immediate expenses of the college were therefore met by contributions. At the organization of the faculty the productive funds amounted only to £130 per annum. But among the contributors to its support were many of the most prominent citizens of the State. Thus Robert Morris heads one list with £375, and among the other Philadelphia names are those of John Cadwallader,

Thomas Willing, Charles Thompson, Benj. Paschal, Edward Shippen, and John Ross. In Baltimore William Patterson, father of Madame Bonaparte, aided liberally, and even Richmond, Va., manifested substantial interest. The Chevalier de la Luzerne, minister of France, paid \$200 in specie. In 1786 the State made a first grant of £500 in specie and 10,000 acres of unimproved lands. The lands were of very little immediate value as they were not salable, and hardly formed a basis even for loans. Many of the contributions of individuals were of a similar character. All these lands were alienated at an early day by the college, some being subsequently retransferred to the State for more available cash.

About 1789 a lottery was authorized by the legislature for "raising the sum of \$10,000 for erecting a city hall in Philadelphia, and for the use of Dickinson College." The highest prize was \$3,000, and the price of tickets \$4. The advertisement stated: "It is to be hoped that a lottery instituted for the purpose of improving the capital of the State, and for promoting the interests of literature in its western parts, will meet with the encouragement of the public." This expedient, so usual then for benevolent enterprises, netted at most \$2,000, or, as claimed by some, only \$1,860. In 1791 the State granted £1,500 for its relief, and in 1796 made an additional grant of \$3,000. The State also aided in the reerection of the building in 1804, after its destruction by fire, by a loan of \$6,000 on the unimproved lands held by the college. It made a further grant in 1806 of \$4,000, a large portion of which was expended in the purchase of philosophical apparatus, under the supervision of Dr. Rush. In 1821 the trustees reconveyed to the State the unimproved land received from it in 1786, receiving therefor \$6,000 in cash and \$10,000 in five equal annual installments. Of this amount \$4,000 was absorbed by the debts of the college and \$2,000 was applied to repairs and completion of the college building internally. In 1826 the legislature made an appropriation of \$3,000 per year for seven years. Up to the year 1833, at which time the transfer was made to the Methodist Church, the college had received in the aggregate from the State about \$50,000, and the last installment of \$3,000 due from the State, together with some bank stock held by the trustees, sufficed to pay off the indebtedness of the college and leave a surplus to be applied to repairs and improvement of the grounds.

The financial obligation assumed by the Methodist Church, upon the transfer of the educational privileges of the college to that denomination, was to support it properly as a college, and thus promote the original design of the founders of the college. Measures were therefore at once taken for the collection of a permanent endowment fund, and it was resolved not to reopen the college until \$45,000 had been secured for this purpose. By May, 1834, \$48,000 had been subscribed, of which, however, only \$39,000 had been realized and funded up to

1840. Collections were ordered by the several conferences to be taken within their bounds annually, to make up, in a measure, the deficiency of income due to the lack of endowment. As the transfer of the college to the conferences was made without legislative change of charter, but simply by change in the membership of the board of trustees, and involved, therefore, no absolute transfer of property to the conferences, but only of collegiate privileges and responsibilities, the funds collected by the conferences for the endowment of the college were intrusted to education boards for investment. These boards, by their charters, are required to pay the income from the investments to the trustees of the college so long as it shall remain, as a college, under the control of the Methodist Church—that is, so long as a majority of the members of the board shall be members of that church; and in case such control should cease or the college intermit as a college, the funds held by these boards, by their charters, become subject to the order of the respective conferences for educational purposes. In 1851 a plan of endowment by the sale of scholarships for tuition was devised and went into effect in 1854, when the minimum amount of \$100,000 had been subscribed for scholarships under it. By it certificates for tuition for four years were sold for \$25, for ten years for \$50, and for twenty-five years for \$100, and they were made transferable and good until used. This measure practically destroyed all income from tuition, but the expectation was that the income to be realized from the invested fund would equal the amount of annual tuition. The plan, a good one in many respects, was imperfectly carried out. The minimum was too small, the expense in selling the scholarships too great, and the collection of notes given for them not close enough, so that the net amount realized was probably not more than \$60,000. But the beneficial effect of the general awakening of the interest of the people, not only in the college, but in higher education, was soon felt in the increase of the number of students; and without doubt the existence of this fund and the income from it did much to keep the college in continued existence during the depression occasioned by the war.

In 1866, as part of the plan for the celebration of the centennial of American Methodism, \$100,000 was added to the endowment fund of the college, held also for the most part by the education boards of the conferences, only a portion being paid directly to the trustees of the college. These funds thus held by the education boards are not liable for the debts of the trustees of the college; but in 1836, to assist in the erection of East College, a loan was made by these boards jointly to the trustees of the college, and a mortgage was given by the trustees of the college to secure it. Subsequently other similar loans were made and secured by mortgage, amounting in the aggregate to \$30,000. As the interest on this mortgage belongs to the trustees of the college, the arrangement in effect is simply so much of a reduction of the pro-

ductive endowment. Since 1866 the endowment has been further increased by contributions and collections, notably about the time of the centennial of the college in 1883. Among the largest contributions are \$30,000 by Thomas Beaver, of Danville, Pa., and \$10,000 by Rev. D. H. Carroll, D. D., of Baltimore, Md. The productive endowment fund at present held by the various boards, including the board of trustees, amounts to about \$300,000.

EDUCATIONAL HISTORY.

1783-1833.—The charter contemplated a collegiate institution, and from the start the collegiate idea controlled the enterprise. There was no growth or development from a previously existing school of lower grade, and from the first the highest possible literary character for the college seems to have been kept in view. To the minds of the trustees the first requisite seemed to be a faculty that would command respect for its ability and learning and attract patronage. Buildings seemed to be secondary and endowment something greatly to be desired and anticipated, but the faculty seemed most important as the dynamic factor of the new institution. At their first meeting in Carlisle, in 1784, they organized a faculty by the election of Rev. Charles Nisbet, D. D., of Montrose, Scotland, as principal, and James Ross, A. M., a well-known classical scholar and author of a Latin grammar, as professor of Greek and Latin; and a few months later Rev. Robert Davidson, D. D., an eminent Presbyterian divine, a graduate of the University of Pennsylvania and at one time connected with it as an instructor, was added as professor of history, geography, chronology, rhetoric, and belles-lettres, and a Mr. Jait was appointed "to teach the students to read and write the English language with elegance and propriety."

Through the eloquent and persistent persuasions of Dr. Rush, Dr. Nisbet was induced to accept the principalship. Perhaps a controlling factor in his decision was his interest in America as a country. Although thoroughly loyal to his sovereign during the war, he had been notorious as a fearless and outspoken friend of America and champion of her rights; and it was only the respect for his great talents, preeminent learning, and acknowledged piety that had preserved him from serious annoyance on this account. The picture that presented itself to his mind of the "formative condition of America" in all respects, "with the minds of its citizens, free from the shackles of authority, yielding more easily to reason," had also doubtless great influence in producing his decision. At all events, although his excellent social talents, combined with vast learning, and his unrivaled wit and humor caused his company to be courted, and made him the center of a circle of devoted friends, some of them the most influential men in Scotland, he concluded to cast in his lot with the republicans of the New World, and to accept the principal-

ship of a college whose plans were on paper and whose revenues were in promises. On his arrival he was delayed for several weeks in Philadelphia as the guest of Dr. Rush, and received the attentions of the leading citizens there. Upon information of his approach to Carlisle on July 4, 1784, a deputation of citizens and troop of horse were sent to escort him to the town. He became at once the prominent figure in the teaching force of the college internally, as well as its figurehead externally. He was easily *primus inter pares* in an able faculty. Among the learned in Scotland he had been known as a walking library. He was at home in all branches of human learning and was a fluent speaker, and in the pulpit never used aids. He had the use of at least nine languages and was familiar with the whole range of classic literature. He could repeat whole books of Homer, the whole of the *Æneid*, and is said often to have heard his recitations in the classics without a text-book. Connected with his position as principal was the chair of moral philosophy, but in order to bring the college curriculum nearer to his ideal he delivered four coordinate courses of lectures on moral philosophy, logic, philosophy of the mind, and belles-lettres, and upon the request of a class added a fifth on systematic theology, which extended over two years and embraced 418 lectures, constituting probably the first course of lectures on systematic theology delivered in the country. He also filled the pulpit of the Presbyterian Church in Carlisle alternately with Dr. Davidson, and in accordance with the request of the trustees visited different parts of the State and the adjoining States to solicit money and excite an interest in the institution, making his journey, for the most part, in the saddle.

Dr. Nisbet's life in America, on the whole, can not be said to have been a happy one. His expectations were by no means fully realized. His ideal of a college did not always harmonize with the views of the trustees. After the horrors of the French Revolution a tinge of anti-republicanism crept into his lectures to the students, but the young republicans of that day, according to Chief Justice Taney, one of his students, simply omitted the offensive passages from their notes, restrained by their high regard for the lecturer from more offensive demonstration or open rebellion. The wonderful character of the man is perhaps most apparent in the fact that, although out of joint with his surroundings, he retained his position for twenty years without a question, and that his death, January 18, 1804, after a short illness, was generally regarded as the greatest calamity that could have befallen the college, just as its new building was approaching completion. Under him the college had acquired a high character, in spite of continued discouragements and embarrassments, and had attracted to itself the sympathy of the friends of higher education as well as that of the students, although its finances had always lagged behind its needs, and its exercises had been con-

ducted in what Taney, in later life, was pleased to describe as a "small, shabby building, fronting on a dirty alley."

Of the original faculty, Dr. Davidson alone remained. With more moderation and gentleness of disposition and without foreign peculiarities, he had been a faithful and invaluable aid to the administration. Professor Ross had resigned in 1792 and had been succeeded by William Thompson, A. M. Professor Johnson, who had given instruction in mathematics and part of the time in natural philosophy, had been succeeded, in 1787, by James McCormick, first as tutor and then as professor, until 1814. In addition, Charles Huston, A. B., afterwards judge of the supreme court of Pennsylvania, and Henry L. Davis, A. M., subsequently president of St. John's College, had filled positions as tutors. Immediately upon the death of Dr. Nisbet, Dr. Davidson had been appointed principal pro tempore, and continued to act as such for five years. He had reason to be satisfied with the success of his administration of the college, and although prominently named in connection with the principalship, with the indorsement of Dr. Rush, the suggestion was not agreeable to him, and he finally resigned his position to devote himself wholly to the pastorate. He was a man of varied acquirements and accomplishments, and of great aptitude as a teacher. In addition to instruction in languages, he had for a long time filled with eminent success the chair of natural philosophy. He was ingenious in the construction of apparatus as well as skillful in its use, and published a number of papers on scientific subjects, and as a recreation from severe studies composed sacred music as well as verses. The principalship was then offered to Rev. Samuel Miller, D. D., a fact mainly of interest because he had been urged by Dr. Rush as a man of talents, learning, industry, and good temper, and a laudable ambition to be eminent and useful, and an American who would not sport with our National Government and character at the expense of the interests of the college.

After his declination Rev. Jeremiah Atwater, D. D., for nine years president of Middlebury College, Vermont, was elected principal, in June, 1809. Much to the regret of his friends at that institution, he accepted the position, followed by their best wishes. Much was expected from his administration, and, in the early part of it in particular, great improvement in discipline was claimed. Valuable additions were made to the library and liberal sums were expended, through Dr. Rush, for the improvement of the apparatus. As apparatus of the kind was for the most part imported, its purchase involved much correspondence and many inevitable delays and frequent disappointments, as is shown by Dr. Rush's letters. In one letter he writes triumphantly: "I have purchased an Electrical and Galvanic Apparatus for \$250. The former is the most complete and splendid thing of the kind ever imported into our country. It will add much to the reputation of our College. It will be sent, with the

Galvanic Apparatus and a small Chemical Apparatus for showing the composition of air and water, which I have since purchased, by the first wagon, with a careful driver, that offers for Carlisle." Again, after negotiating for an air pump, first in Boston and afterwards in Salem, Mass., with the assurance that they would be more complete than those made in Great Britain, he finally announced that he had "happily succeeded in purchasing a complete and elegant air pump from a private gentleman." The gentleman alluded to was Prof. J. Redman Coxe, of Philadelphia, and to insure greater care, more money than was commonly given was offered to a wagoner to take it and the other boxes, the rate finally agreed upon being about \$10 per hundred.

The college building was divided into rooms for the accommodation of students, who were thus for the first time brought together in a separate building. Measures were also taken to reduce the expenses of students, and provision made for more thorough instruction in physical science. The number of students increased to 77 in the first year. Changes were made in the faculty. A professorship of natural philosophy and chemistry was established in 1810, the first recognition of the science of chemistry as such by the college. Dr. Frederick Aigster was elected tutor in these branches, but his resignation before the close of the year brought to the college one of the most remarkable men connected with it.

Dr. Thomas Cooper, a son-in-law of Priestley, was elected to the chair of chemistry and mineralogy, and entered upon the position by taking the prescribed oath of office and delivering an introductory lecture on chemistry in the "public hall" of the college before the students and the board of trustees, which was remarkable for its exhaustiveness, and was published by order of the board of trustees. It is one of the earliest scientific lectures published in the country, filling 100 pages, octavo, with notes amounting to 136 pages more. Although his election imparted unusual interest and vigor to this department of the college and attracted to it students for technical instruction—among them the Du Ponts of Delaware—it was accomplished only after unyielding opposition, afterwards embodied in a protest denying the regularity of the meeting, and expressing belief that the election "would prove highly injurious to the interest and reputation of the college in consequence of the prejudices entertained by the public against him." The grounds of opposition may have been partly political, but his religious belief was certainly not in accord with that of the community upon which the college relied for its support, and was perhaps mildly characterized as Unitarian. He was one of the most remarkable products of the complexity of moral and intellectual forces of the closing quarter of the eighteenth century. A native of England, educated at Oxford, on terms of intimacy with Burke, Pitt, and other leading English statesmen, a resident of Paris

during four months of the Reign of Terror, he was a radical in politics, and a materialist in creed. He shared with Priestley his exile from his country, and enjoyed the use of his laboratory and library at Northumberland, Pa.

In America he met with a ready and full appreciation by the radical school of politicians, and had their sympathy under what were regarded as religious persecutions. Generally recognized as a man of the most varied learning and ability, a voluminous and forcible writer upon a great variety of subjects, an able presiding judge for eight years, until impeached and removed in times of high political excitement, he had also proved himself a skillful scientific investigator. He had devoted considerable attention to practical chemistry before coming to America, and having learned the secret of making chlorine in France, he had made an unsuccessful attempt to apply it to bleaching at Manchester. His work in the college comprised some instruction in natural philosophy, as well as chemistry and mineralogy. The seniors and juniors were required to attend his lectures, and others were permitted to do so upon payment of a fee of \$10. In literary labors he was very abundant. He revived the *Emporium of Arts and Sciences*, one of the very earliest journals of a purely scientific character in America, and previously edited by Dr. J. Redman Coxe, of Philadelphia. It assumed in the hands of Dr. Cooper a high scientific character for its accounts of original researches and its vigorous criticisms. He also during the same time edited an American edition of *Accum's Chemistry* in two volumes, with copious notes, and by his edition of *Justinian*, with analogies and contrasts between the English and the Roman law, was the first to introduce the study of the Roman law in America. Subsequently he edited *Thomson's System of Chemistry* in four volumes, and published a treatise on medical jurisprudence. But as his election had taken place under protest, and his religious views were wholly out of accord with those of the majority of the people from whom patronage was to be expected, there were constant sources of irritation, although in his opening lecture he was more respectful toward prevalent religious opinions than might have been expected. Owing mainly to these causes his connection with the college terminated by his resignation September 28, 1815. He subsequently delivered lectures at the University of Pennsylvania, and was a prominent, perhaps the most influential, counsellor of Jefferson in the educational schemes leading to the organization of the University of Virginia.

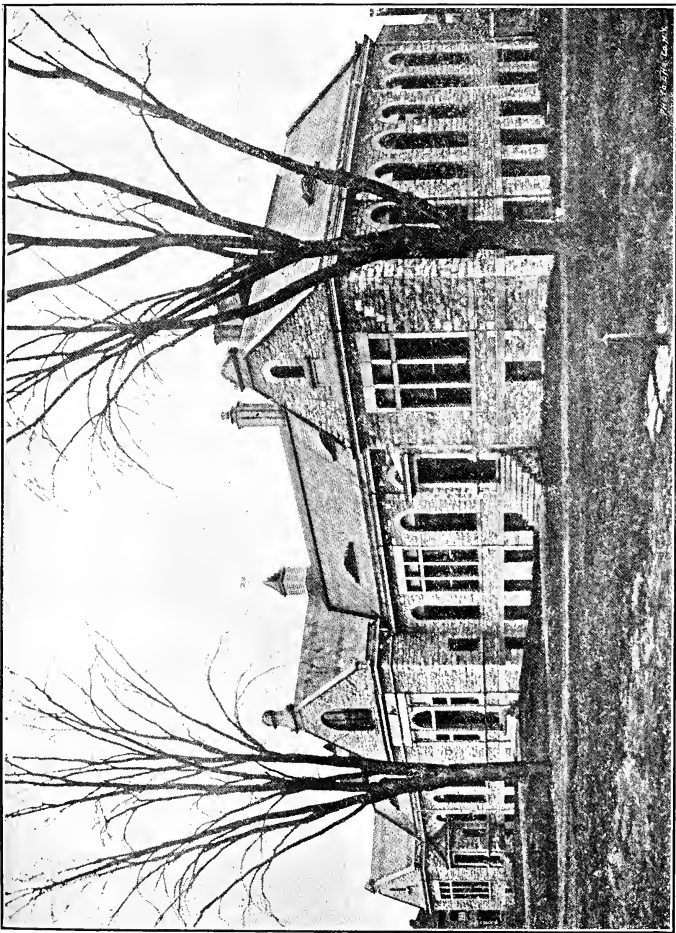
He was elected to the first professorship in that institution and sought for at the same time by Governor Clinton, of New York, and Philadelphia and New Orleans. But the same opposition to his religious views also impaired his usefulness here, and Jefferson was indignantly compelled to yield to his desire to resign, expressing regret that such a step should be necessary. At his appointment he enthusiastically said "Cooper is acknowledged by every enlightened man

who knows him to be the greatest man in America in the powers of his mind and in acquired information, and that without a single exception." And now he writes, "I do sincerely lament * * * the irreparable loss of this professor whom I have looked to as the cornerstone of our edifice." Through Jefferson's interest in him a professorship was opened for him in South Carolina College at Columbia. Here he became one of the most influential promulgators of free trade doctrines and one of the founders of the Calhoun school in politics. With the possible exception of Calhoun no single individual contributed more largely to mold the politics of that section. He died in 1840 at the advanced age of 81 years.^a During his connection with Dickinson he had secured for it the large burning lens of Priestley, as well as his air gun and reflecting telescope, which are still in the collection of the college.

But the continued prosperity of the college under the new administration met with interferences without and within. The war of 1812 affected it seriously. In 1814 the greater part of the senior class was in the volunteer ranks, and the degrees were conferred in absentia. A duel in 1815, which resulted fatally to a member of the junior class, had very unfortunate effects. Difficulties in administration set in owing to the joint administration of discipline by the trustees and faculty, as provided by the original charter. The interference of the trustees in the internal management of the college culminated in June, 1815, in the requirement of a report from the faculty in writing every Saturday to the secretary of the board of every delinquent, with the judgment of the faculty in each case, and the extent to which it had been executed. Within three months after this action the president and Professors Cooper and Shaw resigned. A president pro tempore was appointed. The State was petitioned without result to modify the charter, and to assume more immediate control of the college. In 1816 the operations of the college were suspended.

In 1821 the trustees reconveyed to the State the lands granted in 1786, and securities obtained for those which had been sold for \$6,000 in cash and \$10,000 in five equal annual installments. A new policy was adopted of liberal salaries to professors of acknowledged talent and reputation. Rev. John M. Mason, D. D., of New York, was secured as principal. He was an alumnus of Columbia College, had been provost of that institution for a number of years, and brought with him a reputation for pulpit ability and eloquence second to none in America. The chair of natural philosophy and mathematics was filled by Henry Vethake, A. M., a gentleman of established reputation, a graduate of Columbia College, a student of law, and previously

^a Other facts of interest in the career of this remarkable figure in American education may be found in Dr. Adams's *Thomas Jefferson and the University of Virginia* and Mr. Meriwether's *History of Higher Education in South Carolina* in the present series.



THE JACOB TOME SCIENTIFIC BUILDING—DICKINSON COLLEGE.

a professor in Columbia, Rutgers, and Princeton. The chair of belles lettres and philosophy of mind was filled by Rev. Alexander McClelland, a man of marvelous rhetorical power. The Rev. Joseph Spencer, A. M., was elected professor of languages, with permission to fill the pulpit of the Episcopal Church in Carlisle. The Rev. Louis Mayer, of the German Reformed Church, by virtue of an arrangement with its synod, became professor of history and German literature. Dr. Mason was inaugurated before a large concourse of people and delivered an address of high character. Chief Justice Gibson administered the oath of office.

The college entered upon its new career with much promise. Public confidence seemed to be restored; the classes filled up. But again, partly by reason of the impaired health of Dr. Mason, but partly by reason of suspicion of political influences at work in the board of trustees, they began to diminish. Dr. Mason resigned in 1824, and was followed by Rev. William Niell, D. D. Some secondary changes were made in the faculty. The legislature made a new appropriation of \$3,000 per year for seven years. But attacks from the outside, divisions in the board of trustees, disagreements between it and the faculty, and eventually dissensions in the faculty, prevented the proper development of the college, while the charges of political and sectarian influences in the college became of such a character as to receive legislative investigation. Although the charges were unsustainable, the injurious effect of the notoriety and the unpleasant feelings engendered by them remained. The mixed government of the faculty and trustees was also fatal to good order. In 1829 the whole faculty resigned, and Professor Spencer was appointed principal pro tempore.

In 1830 Rev. Samuel B. How, D. D., was elected principal. A new and able faculty was organized, with Charles D. Cleaveland, A. M., as professor of languages and Henry D. Rogers, A. M., as professor of chemistry and natural philosophy. Great effort was made to recover the lost ground. A new course of study was made out. Fuller statutes for the government of the college were adopted. The Alumni Association issued an address full of encouragement, among the signatures being that of James Buchanan. At the commencement in 1839 the procession moved to the church, escorted by a troop of horse and several companies of volunteers. The alumni oration was delivered by William Price, esq., and the question, "Would it be expedient for the United States to establish a national university?" was debated by Benjamin Patten, esq., and Hon. John Reed. But the organic defects of the charter, principally that of the joint action in discipline of the faculty and board of trustees, occasioned new difficulties. Before proposed changes to the charter could be finally considered the board felt constrained in March, 1832, to consider the question of suspending the operations of the college, with the result,

as previously detailed, of placing the college under the control of the Methodist Episcopal Church.

The first half century of the college, filled with difficulties and discouragements of the most varied character and expedients of tentative character, is remarkable for the character of the work accomplished, as manifested in the percentage of its graduates that reached high distinction, a fact to be accounted for by earnestness of its instructors, as well as their high ability, and the serious consideration given to all matters pertaining to the college.

The curriculum was about the same as that of other American colleges of that day, but for a number of years there seems to have been no established course of study, no fixed date for commencement, as well as no division of students into classes. The first public commencement was held September 27, 1787, at which the "first degree in arts" was conferred on nine young men. In succeeding years they were held at widely different dates. Up to 1800, when, in the opinion of the faculty, a class could be advanced far enough for graduation by a certain date, the fact was certified to the president of the board of trustees, and a meeting of that body called for the date by regular legal advertisement. A regular course of study for graduation was prescribed in 1796, and the students were then first classified as freshmen, juniors, and seniors; the sophomore class not appearing until 1814. The curriculum was almost as extensive in Latin and Greek as at present. These, with arithmetic, almost monopolized the first year. The method of instruction, wherever the subject permitted it, was almost exclusively by lectures, required to be written out by the student, a matter of frequent complaint on part of students on account of the labor and time consumed, and occasioning on the part of the board of trustees an abridgment of the amount of writing and frequent recommendation of more frequent exercises in recitation and examination, on the ground that "the dread of this circumstance had deterred many young men from coming to the college."

Among the incentives to study we fail to recognize the bestowal of college honors by the faculty. The Latin salutatory was regarded as the highest honor, and next to it the valedictory, both of which were left to the decision of the class until 1812, when the duty of assigning them was imposed upon the faculty, owing to the fact that the classes usually decided the matter on society lines; the literary society having the numerical preponderance in the class even assuming to make the nominations for its members in the class, and, according to Chief Justice Taney, not hesitating to appropriate both the honors.

These literary societies—the Belles Lettres, founded in 1786, and the Union Philosophical, founded in 1789—from their foundation have been credited by those who have enjoyed their privileges with a marked influence in the development of manly, self-reliant character and with a culture peculiarly their own, especially in the art of extem-

poraneous public speaking. Although until recently rigidly secret as to the proceedings at their weekly meetings, they were known to be strictly literary in character, and the society feeling that almost dominated college life culminated at the annual literary contests between them during commencement week, which were perhaps regarded with deeper interest by the alumni, even of many years, than any of the other exercises of that occasion. The libraries of these societies, the accumulation of which began with their foundation and has continued steadily with their years, have been valuable aid to the students in furnishing reading peculiarly suited to their wants and tastes. They aggregate now about 22,000 volumes. Although still in active and useful existence, many causes have combined to give these societies a place in college life secondary to that formerly occupied. In explaining this change more influence has perhaps been ascribed to secret fraternities than should be attributed to them, and too little account has been taken of the changes in college customs and the multiplication of other societies and of athletic features, more attractive to the average college student.

As college honors were left to be assigned by the class, so in place of the demerit marks of a later day there was a system of fines for securing attendance on recitations and prayers. A monitor of the class, appointed weekly, called the roll upon every assembling of the class after the professor had taken his chair. Absentees were fined, according to the discretion of the professor, from 3d. to 6d. All absences, fines, etc., were reported by the monitor at a weekly meeting of the professors and all the students, held on Saturday morning, when excuses were heard, fines collected, admonitions given, monitors appointed, etc., and absence from this meeting was punished by a fine of one-eighth of a dollar. The moneys received from these sources were appropriated by the regulations to warming the buildings and keeping them in order. This plan of dealing with literary and moral delinquencies is out of harmony with our present notions, but it may have had some elements of efficiency in it, and is, after all, not very different in character from a system purely of money prizes for somewhat similar purposes, while it is more general in its effect.

1833. *Denominational*.—The college started upon its second half century under the auspices of the Methodist Episcopal Church with all the promise of success that fifty years of experience, new forces and impulses, and able management, assured by the composition of its new board of trustees, could give. The Rev. John P. Durbin, D. D., was elected president and professor of moral science, and was inducted into office in September, 1834. This was a selection fully equal in character to that of its first president. At the time he was editor of the *Christian Advocate*, the most influential periodical of the denomination. As a preacher no one in the country was more widely

known. His matchless and inexplicable eloquence had made him a power wherever he was announced to appear. He had been chaplain of the United States Senate and had declined a professorship at Wesleyan University. A graduate of a college and subsequently a professor of languages, he was not a novice in the peculiarities of college life. His varied acquisitions and tastes put him in full sympathy with all branches of human learning. Every department and every interest of the college felt the touch of his attention. As the organizing and directing head of such an enterprise and as a college administrator he has, perhaps, never been surpassed. Much of his fitness and his influence in the college were due to his high character as an instructor, and as such he is remembered by all who came in contact with him. As one of his colleagues has said: "In the presence of his classes Durbin did not merely hear recitations * * * he gave instruction. He placed his own mind in electric communication with the minds of his students." By a change of the charter all possibility of difficulty by reason of mixed administration of discipline by the board and faculty was avoided by making the decisions of the faculty final, except in cases of expulsion, and all ground of misunderstanding was removed by making the president of the college *ex officio* president of the board of trustees.

Six professorships were agreed upon, and several professors were provisionally elected. A department of law was also established under the charge of Judge Reed, and limited to the fees from the students for its support. A grammar school was first put in operation, which at the close of the year had 50 pupils. The chair of the exact sciences was filled by Merrit Caldwell, A. M., a graduate of Bowdoin College; that of ancient languages by Rev. Robert Emory, A. M., a graduate of Columbia College. Upon declination of those first elected, W. H. Allen, A. M., a graduate of Bowdoin, was elected professor of natural science, and Rev. John McClintock, A. M., a graduate of the University of Pennsylvania, was elected professor of mathematics. These were all young men, not widely known, without special reputation in the departments to which they had been assigned, and, in fact, as the sequel showed, without decided predilections for them. The mathematics were soon abandoned by Professor McClintock for the more congenial study of languages and metaphysics. Professor Allen eventually acquired his greatest reputation outside of the department to which he was elected. Professor Emory hesitated between the professor's chair and pastorate, with his final decision in favor of the latter. But they all possessed natural ability of the highest order. If not specialists, they had the broad basis of a thorough liberal culture. They were studious and conscientious, as well as enthusiastic, in devotion to their work. They recognized a common object in the advancement of the interests of the college, and under the guidance and with the inspiration of the

association of the remarkable men at the head of the college, in a short time they not only established reputations for themselves, but gave to the institution prominence and a warm place in the affections of the denomination particularly interested in it. Although general financial depression occurred, the buildings were repaired, the grounds were beautified, East College was erected, South College with the lot on which it stands was purchased, and liberal expenditures were made for the library and philosophical apparatus. A series of Latin and Greek text-books which acquired a wide popularity were edited by Professor McClintock, with the cooperation of Rev. George R. Crooks, who had been added to the faculty as adjunct professor of languages.

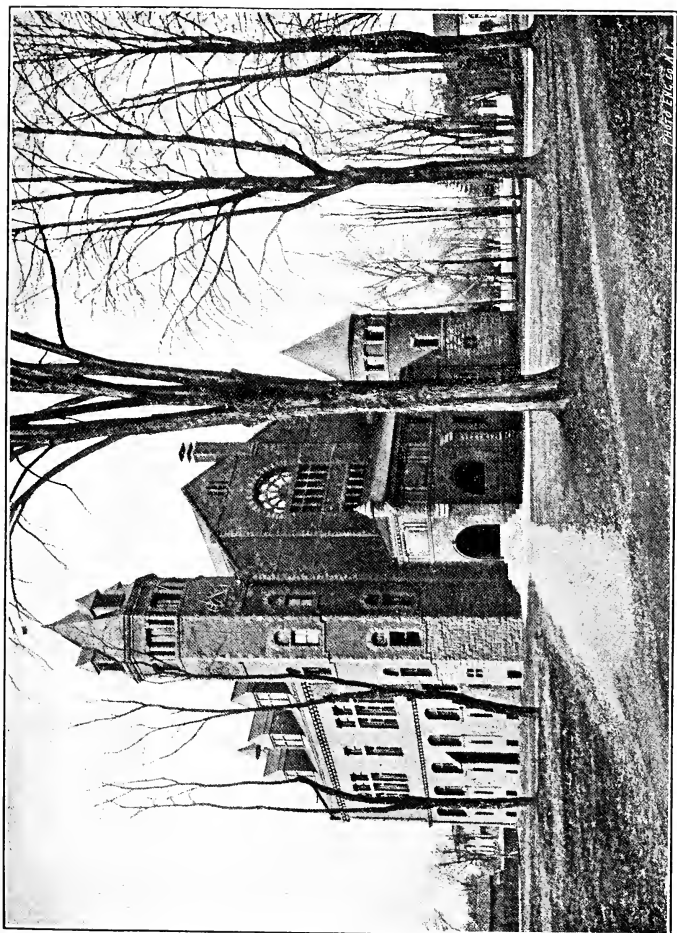
In 1845 Dr. Durbin resigned and returned to the pastorate, constrained by the "permanent interests of his children and family." Professor Emory was at once elected his successor, and at the same time Spencer F. Baird, a graduate of the class of 1840, was elected professor of natural history, and continued his connection with the college until called to the Smithsonian Institution at Washington. The number of students increased. Dr. Emory had the confidence of the church as well as of the trustees and faculty, and had barely begun to demonstrate the wonderful elements of his character when he was removed by death in 1847. Professor Caldwell's health had been precarious for several years, and the announcement of the death of these two gentlemen was made at the meeting of the trustees in July, 1848—the greatest loss the college under the new régime had sustained. Professor McClintock also resigned to accept the editorship of the Methodist Quarterly Review, reconciled more readily to his departure from the institution by the sad changes that had deprived him of his most intimate friends in the faculty, and also by reason of restiveness under a restraint which he felt imposed upon the free expression of his unequivocal antislavery sentiments. He had passed through a trial for his life in the dock with twenty negroes, because of his courageous friendship for them, and although acquitted not only by the court, but by the friends of the college, the students, and the intelligent public, he was still "McClintock the abolitionist," in a college which derived its patronage in largest proportion from Maryland and Virginia.

In 1848 Rev. Jesse T. Peck, D. D., was elected president. Some changes and additions were made to the faculty, the dissolution of the "first faculty" being completed in 1850 by the resignation of Dr. Allen to assume the presidency of Girard College and of Professor Baird to assume the assistant secretaryship of the Smithsonian Institution. The administration of Dr. Emory had been one of strict discipline; that of Dr. Peck was one rather of moral suasion and mild disciplinary expedients. The latter was a man of commanding presence and an excellent preacher. In 1851 he resigned with the deter-

mination to devote himself to the more congenial work of the pastorate. He was subsequently elected a bishop. In July, 1852, Dr. Peck persisting in his resignation, Rev. Charles Collins, D. D., president of Emory and Henry College, Virginia, was elected president. With this election the college entered upon an administration of marked character, to which the preceding formed the transition from the old. The endowment plan by sale of scholarships had so far succeeded as to afford an income above the ordinary current expenses. The number of students reached the maximum in the history of the college—nearly 250 in the college and grammar school. The faculty, though wanting in the brilliancy of the "first faculty," proved excellent when the members required work to be done. The chair of ancient languages was filled by Prof. J. W. Marshall, A. M., a ripe scholar and an earnest teacher; the chair of mathematics by Rev. Otis H. Tiffany, an eloquent preacher, both graduates of the college. The Rev. Erastus Wentworth was professor of natural science, a man of peculiar pulpit ability, and upon his resignation in 1854 Prof. William Wilson, a graduate of the college, was called to the chair. But first in all the qualities of teacher and administrator was Rev. Hermon M. Johnson, D. D., who had been elected to the chair of English literature and philosophy in 1850, and who succeeded to presidency of the college in 1860, upon the resignation of Dr. Collins. He was a ripe scholar, a thoughtful and forcible preacher, and a suggestive and stimulating teacher. The plan of endowment by sale of scholarships had been originated by him.

For several years previous to his election the advancing tide of civil war had begun to make itself felt in a college drawing its patronage equally from both sections of the country. At the first outbreak of hostilities the number of students rapidly diminished, and the college at the same time had to face the new embarrassment of diminished revenue by the failure in productiveness of part of its endowment. But notwithstanding the depressing circumstances of this period, the faculty carried on the regular work of the college without interruption, and each year at the regular time a class was graduated, that of 1863, however, rather hastily and informally at an early hour of the day from the college chapel, on account of the rumored near approach of the invading army. Upon the occupation of the borough by troops, a few days afterwards, not only the buildings and other property of the college were left uninjured, but even the beautiful campus was left unmarred, on account of the careful occupancy of the boys in gray, many of whom had formerly been students. During the bombardment of the town by Fitzhugh Lee afterwards several shells fell within the grounds, one entered the president's lecture room and another South College.

With the return of peace, in 1865, new hope sprang up for the college. Upon the death of Professor Wilson, in 1865, Prof. Charles F.



JAMES W. BOSLER MEMORIAL HALL—DICKINSON COLLEGE.

PHOTO BY G. A. T.

times, of the class of 1855, previously of Troy University, at that time resident in Germany, was elected professor of natural science. In the correspondence with President Johnson he had suggested that the privilege of election of equivalent practical scientific studies for linguistic studies in the junior and senior years might add to the efficiency of the college, a recommendation that was adopted by the board, and was at once inaugurated by the privilege of election of one afternoon per week of laboratory work for the Greek of the junior year and for the Greek and Latin of the senior year. In this new departure the college was thus one of the very first, according to the Report of the United States Bureau of Education. The plan at first was confined from necessity exclusively to chemical work, but as facilities and time permitted physical work was provided, and upon the completion of the Jacob Tome scientific building, in 1884, a physical laboratory was provided and a complete elective collegiate physical laboratory course inaugurated. Upon Dr. Johnson's suggestion an elective course in Hebrew in lieu of the higher mathematics of the junior and senior years was established about the same time as the scientific elective course, which has met a felt want under the able instruction of Rev. H. M. Harman, LL. D., for more than twenty years. The improvement in the finances of the college by the gifts to itsowment during the centennial of the Methodist Church in 1866 augured well for the general prosperity of the college, when the death of President Johnson, in April, 1868, left it without the one most thoroughly conversant with its possibilities as well as its needs, and just as some of his best-formed plans might have been realized.

The Rev. R. L. Dashiell, D. D., of the class of 1846, was then elected president. A fine preacher, a genial gentleman, of fine presence and influence, and attached to his Alma Mater, he had scarcely time to become thoroughly acquainted with the novel and intricate duties of his position before he was called to a high official position in the church in 1872. He was succeeded by Rev. J. A. McCauley, D. D., of the class of 1847, for many years a member of the Baltimore Conference, and not without experience as an educator. He was most cordially received by the faculty and friends of the college. The finances of the college, by reason of the centennial collection, were in an excellent condition, and the outlook was unusually promising. By reason of some changes in the faculty which led to litigation considerable ill feeling was created, which checked for a time the progress of the college. But as its centennial approached, in 1883, a disposition was manifested on the part of its friends to do everything that might be necessary to give it the highest efficiency. As a result of this effort, the Jacob Tome Scientific Building, the James W. Bosler Memorial Library Hall, and the gymnasium were erected and South College was enlarged and remodeled, and, besides, about \$10,000 expended upon the repairs and improvement of the old buildings, and

about \$50,000 added to the endowment fund. In June, 1888, Dr. McCauley presented his resignation to the board of trustees, leaving the college plant much enlarged in buildings and its endowment much increased. The most notable educational change during his administration was the admission of women to all the privileges of the college, an innovation which the high rank immediately assumed by them in college classes seemed to justify.

In April, 1889, Rev. George E. Reed, D. D., a graduate of Wesleyan University, and for twenty years a popular pastor in the New York East Conference, entered upon the duties of the presidency, the college having been administered ad interim, after the resignation of Dr. McCauley, by Professor Himes.

The administration of Dr. Reed thus far has been characterized by energetic attention to the external condition of the college. The buildings and grounds have been put in complete order. Steam heat from a central plant has been introduced into all the buildings. An athletic field has been purchased and put in excellent condition. A commodious residence for the president has been fitted up upon a lot purchased for the purpose, separated from the campus by Main street. The preparatory school building has been enlarged to accommodate the increased numbers. In the work of the college he has mainly given personal attention to instruction in oratory. The number of elective studies has been increased. A chair of the English Bible and Semitic history has been established. Post-graduate courses of study have been arranged. Physical training and athletics have been given greater prominence. Alumni representation has been introduced into the board of trustees and its number enlarged.

The most marked success has been in the reestablishment of the law school, as authorized in January, 1890. Originally established under the direction of Judge Reed in 1834, as previously stated, it soon acquired a high reputation and large patronage, and many of its graduates attained eminence in public life as well as in the profession. For various reasons, among them the general depression of the college by the war, it subsequently became to be regarded simply as a matter of convenience for such students as desired to avail themselves of it, and in 1882, with the death of Judge Graham, who had filled the position of professor of law, it ceased to exist. The president and local committee, to whom its reestablishment was intrusted, were fortunate in securing the services as dean of Prof. William Trickett, LL. D., an accomplished scholar, a profound student, and a legal author of established reputation, and withal an apt and enthusiastic instructor. The success has surpassed all expectations. During the year 1891-92, 35 students were enrolled, and a class of 13 received the degree of LL. D., Chief Justice Paxson delivering the address upon the occasion. The school is under a separate board of incorporators, which includes many eminent jurists and public

men. The faculty of the law school includes William Trickett, LL. D., dean and professor of the law of real estate; E. L. Thorpe, Ph. D., LL. D., professor of criminal law; M. W. Jacobs, A. M., professor of equity; Wilbur F. Sadler, professor of practice; J. M. Weakley, professor of the law of torts.

The following compose the faculty of the college: George E. Reed, D. D., LL. D., president and professor of moral science; Charles F. Himes, Ph. D., professor of physics; Henry M. Harman, D. D., LL. D., professor of Greek and Hebrew and librarian; Henry C. Whiting, Ph. D., professor of Latin; Fletcher Durell, Ph. D., professor of mathematics and astronomy; O. B. Super, Ph. D., professor of modern languages; James H. Morgan, A. M., professor of Greek and political economy; William B. Lindsay, A. B., B. S., professor of chemistry; Bradford O. McIntire, A. M., professor of English literature and history; Robert W. Rogers, Ph. D., professor of the English Bible and Semitic history; Willard G. Lake, A. M., instructor in physiology, hygiene, and physical culture.

VI.

FRANKLIN AND MARSHALL COLLEGE.^a

By THEODORE APPEL, D. D.

FRANKLIN COLLEGE, LANCASTER, PA., FOUNDED A. D. 1787.

The early German settlers in Pennsylvania in their day sought, as a matter of primary importance, to erect churches and to establish for themselves parochial schools in connection with their congregations. Through the influence of the Rev. Michael Schlatter, a Swiss missionary, a fund was secured in England for the support of what were called charity or free schools, for the benefit of the German population of the State, in which both the German and English languages were to be taught. Mr. Schlatter served as "superintendent" of these schools, under the direction of the trustees of said fund in Philadelphia, for several years preceding the year 1757.

These schools had a happy effect, but were only partially successful. The movement in their favor was prompted by the highest principles of Christian benevolence; but it came to be regarded by many persons as involving also a secular or political motive. Archbishop Herring, of England, speaking on this subject, had said that "it would be a dreadful thing if the Germans of Pennsylvania should come under the influence of the French and Jesuits and finally drive the English out of America." The schools flourished for awhile, but became unpopular with the people in the course of time; and the Germans then determined to educate their children themselves in their own parochial schools, having received a wholesome stimulus to do so from their English brethren.

As the German clergy, Lutheran and Reformed, were well-educated men, having been trained in the universities or schools of Germany before they came to America, the thought of establishing a high school, a gymnasium, or a university in this country for the education of their successors in the sacred office and for higher education in general occurred to them at an early day, and Franklin College was the result of their reflections.

The clergymen more prominent in the founding of this college were the two German pastors in Philadelphia, Lutheran and Reformed,

^aThe account of 1890-1894 and the bibliography have been furnished by Prof. Joseph H. Dubbs.

Drs. J. H. C. Helmuth, C. D. Weiberg, and at Lancaster, Drs. G. H. E. Muhlenberg and W. Hendel. Many distinguished laymen in the State also took part in the movement, among whom we may mention the honorables Benjamin Franklin, Dr. Richard Rush, Thomas Mifflin, Thomas McKean, Peter Muhlenberg, and Joseph Hiester. Dr. Rush, urging upon others the importance of the new institution at Lancaster, said that existing circumstances "have determined me more than ever to look to my German brethren (excuse the term) as the future reservoirs and vehicles to posterity of a great part of the knowledge, virtue, and religion of Pennsylvania."

The charter of Franklin College was granted by the general assembly of Pennsylvania on March 10, 1787. The reasons assigned for this act of legislative favor were, in the first place, because "the citizens of this State of German birth and extraction have eminently contributed, by their industry, economy, and public virtues, to raise the State to its present happiness and prosperity; secondly, because these citizens and others made their application from a desire to increase the blessings derived from the possession of property and free government, and, thirdly, because the preservation of the principles of the Christian religion and of our republican form of government in their purity depends, under God, in a great measure on the establishment and support of suitable places of education for the purpose of training up a succession of youth who, by being enabled fully to understand the grounds of both, may be led the more zealously to practice the one and the more zealously to defend the other."

The institution was to be a college in the usual sense of the term, with something of the nature of a university about it, including also a charity school, "for the instruction of the youth in the German, Latin, Greek, and other learned languages; in theology, and in the useful arts, sciences, and literature; and from a profound respect for the talents, virtues, and services to mankind in general, but more especially to this Commonwealth, of his excellency Benjamin Franklin, esq., president of the supreme executive council, the said college shall be, and hereby is, denominated 'Franklin College.'" Fifteen of the trustees were to belong to the Lutheran Church, 15 to the Reformed, and 15 to other Christian denominations.

The legislature, in order further to promote the interests of the young institution, made it a grant of 10,000 acres of land lying in the northern part of the State, which, although of little value at the time, subsequently became productive, and was made to subserve a useful purpose.

The trustees held their first meeting in Lancaster, June 5, 1787, and organized the faculty by appointing professors for the different departments of study. Dr. Muhlenberg was elected principal; Dr. Hendel, vice-principal; Rev. F. V. Melsheimer, professor of Latin, Greek, and German; Mr. William Reichenbach, of mathematics, and

Rev. Joseph Hutchins, of the English language and literature. In regard to the personnel of this honorable body of teachers, Dr. Rush, in an article in the *Pennsylvania Gazette* of that day, said that "a cluster of more learned or better qualified masters, I believe, have not met in any university."

The formal opening of the college took place on the 6th of June following, and was an event of much interest, attracting thousands of people to witness the ceremonies. His excellency, Dr. Franklin, president of the State, was present and gave dignity and grace to the occasion. Dr. Muhlenberg delivered the sermon in German, and Dr. Hutchins, an Episcopalian, in the English language. A Lancaster correspondent of the *Gazette* in Philadelphia wrote that the people were much surprised and delighted to see so many clergymen of different religious denominations—some four or five of them—taking part in the same meeting, a sight that had been seldom witnessed in those days.

In addition to those already mentioned the following gentlemen occupied chairs in the faculty during the history of the institution from 1787 to 1853: James Ross, Benedict Schipper, W. C. Brownlee, Thos. T. Norr, of Denmark, Doyle, Snowden, Cassidy Armstrong, F. A. Muhlenberg, and J. Chapman. Professor Schipper published a German and English dictionary, Professor Brownlee became a distinguished divine in the Reformed Dutch Church, and James Ross, whilst professor of Latin and Greek, published his celebrated Latin grammar and other Latin helps, at Lancaster, in the early part of the present century.

Dr. Ross was one of the best Latin scholars in this country at the time. On one occasion he fell into a controversy on the corner of the street with Dr. Christian L. Becker, pastor of the Reformed Church and author, but they soon found they could not understand each other's language, and then began to converse in Latin, but owing to difference in the pronunciation of that learned tongue the difficulty remained as great as it had been before. It was then agreed that they should carry on the debate in Latin through the newspapers of the town in the use of that language. The discussion was continued in this way for some time, very much to the amusement of their readers. This rencounter of the great Latinist, with German learning, had a salutary effect upon his mind, for when he published his edition of the *Colloquies of Corderius*, at Lancaster, in 1804, he thankfully acknowledged his obligations to Dr. Becker and Dr. Muhlenberg for "their able assistance in examining and correcting the proof sheets of this new book."

Franklin College, starting out with such an auspicious beginning, went into operation, but, owing to a concatenation of circumstances, more particularly the want of a sufficient endowment or financial support, it did not meet with the expectation of its founders. It never

became a college in the proper sense of the term; it did not graduate any of its students, and it did not rise to be anything higher than a respectable classical school for the city of Lancaster, without attracting students from other parts of the State.

The existence of the so-called college for more than a half of a century was, however, not in vain. In the course of time its 10,000 acres of public domain came into the market, and in 1850 it found that, while it had no college classes, it had accumulated a respectable college endowment, amounting to \$51,000. The trustees then felt it to be their duty to make the best use of the funds committed to their charge. At first it was thought advisable to erect the necessary building, and to convert the high school into a regular college; but after further reflection the conclusion arrived at was that it would be more judicious to consolidate their own institution with Marshall College, at Mercersburg, thus diminishing rather than increasing the number of such institutions in the State. The union, after some delay, was effected and carried out in the year 1853, when Franklin and Marshall College commenced its history.

MARSHALL COLLEGE, AT MERCERSBURG, PA., FOUNDED A. D. 1836.

In the year 1829 a classical school was established in connection with the theological seminary of the German Reformed Church at York, Pa., and placed under the direction of the Rev. Daniel Young, one of the theological professors. After his death, in 1831, the Rev. Dr. Frederick Augustus Rauch, of the university at Heidelberg, Germany, was elected by the synod of the church to fill his place, with such assistants as were needed from time to time. In the year 1834 Mr. Samuel W. Budd, jr., a graduate of Princeton College, New Jersey, was associated with him as professor of mathematics and other English branches, by whose tact and skill the course of studies was gradually enlarged until it approached the regular college curriculum.

The high school, by order of the synod, was removed to Mercersburg, Pa., in 1835, the seminary following it in 1837, and formally constituted a college under a charter from the State of Pennsylvania in 1836, signed by Joseph Ritner, then governor. In honor of Chief Justice John Marshall, the legal Washington of this country, it was named Marshall College.

In connection with the grant of a charter in 1836, the legislature of Pennsylvania was so liberal and enlightened in those days as to donate \$10,000 for the benefit of the new college, as it had been doing in the case of other colleges in the State, and for several years afterward, in order to strengthen it in its infancy, it made an additional gift of \$1,000 annually, which ceased sooner than was originally intended, on account of the financial embarrassment of the State.

Under its new auspices Dr. Rauch became the first president of

the college, who, with the assistance of Professor Budd, arranged the students into the usual four classes of a college course. The first commencement was held in 1837, when there was one graduate, who received all the honors. From that time onward the graduates increased from year to year, and during the continuance of the college at Mercersburg—from 1836 to 1853—the number of graduates was 182, while many more of the students pursued a partial course of study in the college or the preparatory department.

During the period just mentioned the following professors occupied chairs in the faculty:

As presidents and professors of mental and moral philosophy—Rev. Dr. F. A. Rauch from 1836 to 1841, and Rev. Dr. J. W. Nevin from 1841 to 1853.

As professors of mathematics, physics, and astronomy—Samuel W. Budd, jr., from 1836 to 1846; Thomas D. Baird, esq., from 1847 to 1849, and Rev. Theodore Appel from 1851 to 1853.

Of the ancient languages and belles lettres—Rev. Joseph F. Berg, from 1836 to 1837; Rev. Edward Bourne, from 1837 to 1838; Rev. Albert Smith, from 1838 to 1840, and William M. Nevin, esq., from 1840 to 1853.

Of the German language and literature—Dr. F. A. Rauch, from 1836 to 1841, and Dr. Philip Schaff, from 1844 to 1853.

Of chemistry, geology, and natural history—S. W. Budd, jr., from 1836 to 1841; Traill Green, M. D., from 1841 to 1848; Rev. Thomas C. Porter, from 1849 to 1853.

Of jurisprudence—Hon. Alexander Thompson, LL. D., from 1837 to 1848.

Tutors or adjunct professors.—Mostly graduates of the college or theological students: David T. Stoddard, Andrew S. Young, Rev. Gardner Jones, Rabbi H. C. Bernstein, Christian R. Kessler, Theodore Appel, John Cessna, George D. Wolff, Maximilian Stern, E. W. Reinecke, David A. Wilson, Franklin D. Stem, John S. Ermentrout, Beecher C. Wolff, George B. Russel, and Clement Z. Weiser.

Rectors of the preparatory department.—Rev. W. A. Good, Rev. A. S. Young, J. H. Good, A. J. M. Hudson, J. S. Loose, D. Snively, C. Z. Weiser, and S. G. Wagner, with theological students as assistants.

The law school connected with the college was located at Chambersburg, Pa., under the direction of Judge Thompson. During its continuance, from 1837 to 1848, it graduated a limited number of batchelors of law, among whom were the Hon. Mr. Hendricks, late Vice-President of the United States, and the Hon. John Scott, United States Senator.

The death of President Rauch in 1841, in the meridian of his useful life, inflicted a severe loss upon the young institution to which he had devoted his life and best energies. He had studied at the universities

of Marburg, Giessen, and Heidelberg, Germany, and was on the eve of receiving an appointment at Heidelberg as a permanent professor when, for being an ardent advocate of free principles, like Follen and Lieber, he was compelled to flee as an exile to America in 1831. In 1840 he published his *Psychology, or View of the Human Soul*, including *Anthropology*, a work of decided merit, and was about to prepare for the press his lectures on Christian ethics and æsthetics when he fell at his post, in 1841, in the thirty-fifth year of his age, in the midst of his rising fame. His was one of the best minds of Germany transplanted to this country. He excelled as a linguist and naturalist, but more particularly as a philosopher and theologian, and teemed with learning. It was his wish to unite German and English philosophy, not in the way of an "elective compound," which was to be neither the one nor the other, but rather the organic union of the two in which the better element of each should be duly represented and appear in a living growth. The end aimed at was an Anglo-German philosophy, and if his life had been spared a few years longer it is believed that by his thorough scholarship he would have made valuable contributions to the philosophical literature of his adopted country. He was a Christian philosopher, and the impulse which he gave to philosophic thought is still felt, more particularly in Pennsylvania. A selection of his sermons, edited by Dr. E. V. Gerhart, one of his pupils, was published in 1856, under the title *The Inner Life of the Christian*.

The withdrawal of the annual appropriation of the State to the colleges took place about the time of Dr. Rauch's decease, and the trustees of the college did not think that the finances of the college were sufficient to pay the salary of a successor. Dr. John W. Nevin, professor in the seminary, was accordingly requested to serve as temporary president, in connection with his other duties, and he continued to serve in that capacity until the year 1853, because the treasury during that period was not in a condition to secure a competent person to relieve him of his additional duties. He declined all remuneration for his services, and advised the trustees to strengthen the faculty by the appointment of an additional professor. Providentially this was accomplished by the appointment of Dr. Traill Green, of Easton, Pa., as professor of the natural sciences, who, by his enthusiasm and superior ability, awakened a new interest in the study of nature in the minds of the students, a branch which previously had received too little attention.

Dr. Nevin, by his profound acquaintance with German literature and science, was in an eminent degree qualified to become the successor of such a man as Dr. Rauch. He mastered the systems of ethics and mental philosophy taught by the latter, added materially to their elucidation, and, with his superior command of the English language, gave a new impulse to Anglo-German thought. He wrote extensively

for the public press, engaged in numerous theological controversies with distinguished men in this country and Europe, and rose to be one of the foremost theologians of his age. (See his *Life and Work*, p. 776, by Theodore Appel, Philadelphia, 1889. Also, *Recollections of College Life at Mercersburg*, by the same author, p. 348, 1886.)

Dr. Nevin's reputation as a scholar and writer gave luster and fame to the institutions at Mercersburg. His students caught his spirit and did much to promote their best interests. In 1843 and 1844 the two literary societies, Diagnothian and Goethean, by their own activity and spirit of enterprise, erected for their use two beautiful halls, chaste in style, resembling temples devoted to the muses, which arrested the attention of strangers as the chief ornaments of the town.

In the year 1844, Dr. Philip Schaff, of the University of Berlin, Germany, became one of the professors in the seminary at Mercersburg, and there entered upon his literary career in this country, which has given him a world-wide reputation as an author. At the same time he was appointed professor of German literature in the college, which served to strengthen its character as an Anglo-German institution. In conjunction with Dr. Nevin he performed an invaluable service in awakening Pennsylvania Germans out of their intellectual slumbers and inducing them to send their sons to college. In 1848 Dr. Schaff founded *Der Kirchenfreund*, a valuable theological monthly and a useful organ for the two German churches of this country, Lutheran and Reformed. In 1851 he published his *History of the Apostolic Church*, in the German language, for which, as well as for his monthly, he had to import type and printer to the village of Mercersburg. In noticing this his first volume on church history, the *Princeton Review* said that it placed "its author in the highest rank of living or contemporary church historians," a position which by his many other learned works he has fully maintained during subsequent years. At a later period he was one of the theological professors in Union Theological Seminary in New York City. He died in October, 1893. In the year 1846 Dr. Nevin published his *Mystical Presence, a Vindication of the Reformed or Calvinistic Doctrine of the Holy Eucharist*, and from time to time other smaller theological treatises; but up to the year 1848 he was under the necessity of addressing the public on theological and philosophical subjects through the weekly paper of the church. This subjected him to considerable inconvenience, and it began to be felt that there was need of a more general medium in which his more elaborate articles of a theological or philosophical character might appear in a more permanent form. The alumni association of the college accordingly, in the year 1849, established the *Mercersburg Review* and Dr. Nevin became its leading contributor. His numerous articles in the *Review*, all evincing great breadth of thought, gave it a high character. From 1849 to 1883

he had made over 100 contributions to its pages of more than ordinary length and ability, enough to fill several large octavo volumes. The Review was the literary organ of both college and seminary, and had much to do in determining their character, as well as in promoting their prosperity and success.

In the year 1850 the trustees of Franklin College, at Lancaster, influenced to some extent by the reputation of the Mercersburg professors, made a proposition to consolidate their own institution with Marshall College. It was fair and honorable in every respect, carrying with it the prospect of mutual advantage to both institutions, and apparently well calculated to carry out the original intention of their founders. The project was encompassed with serious difficulties at Lancaster, Mercersburg, and in the legislature at Harrisburg. At Lancaster they were overcome by the personal efforts of ex-President Buchanan, Dr. Samuel W. Bowman, Episcopal rector at Lancaster, and other intelligent citizens; at Harrisburg, by a plain statement of the case, and at Mercersburg and vicinity, where the college had enlisted no small amount of local pride, Dr. Keim, by his commanding influence among the trustees and in the church, was enabled to surmount all opposition, and the consolidation became an established fact in the spring of the year 1853. The institution at Lancaster had a respectable endowment, with no college classes; the one at Mercersburg had the latter, with only a limited amount of the former. The union was generally regarded as wise and judicious.

FRANKLIN AND MARSHALL COLLEGE, AT LANCASTER, PA.
CONSOLIDATED A. D. 1853.

The proposition of the trustees of Franklin College, at Lancaster, Pa., made in 1849, to consolidate their institution with Marshall College, at Mercersburg, was promptly accepted, but it required several years before it could be carried into effect. It involved a pledge that the citizens of Lancaster city and county would contribute a sum of \$25,000 for the purchase of ground and the erection of necessary buildings for the use of the new college. At the time there was considerable prejudice against colleges among the Germans, as well as others in the State of Pennsylvania, and it took more than two years for an indefatigable agent—Rev. John Casper Bucher—to collect in the so-called "Garden of the State" the amount of money called for in the case. The bill for the consolidation of the two colleges was approved by the legislature April 19, 1851, but the charter was not issued by the governor until 1852, when it appeared that all the conditions which it included were complied with.

According to the charter of Franklin College one-third of the trustees were required to belong to the Reformed Church and one-third to the Lutheran; but for various reasons it was deemed advisable that

the new institution should be predominantly under the control of a single religious denomination. It was therefore agreed that the Reformed should pay the Lutherans one-third of the value of the Franklin College property, estimated at \$51,000, which was to be devoted to the endowment of the Franklin professorship of languages in Pennsylvania College, a prominent Lutheran institution at Gettysburg, Pa. This amount, \$17,000, was paid over by the Reformed Synod on demand, and the agreement was regarded as satisfactory on all sides. In view of the fulfillment of this condition the new charter required that two-thirds of the trustees should belong to the Reformed Church, and that the other third might be of different ecclesiastical connections. In the course of time an amendment was made to the charter to the effect that three new trustees should be annually elected by the Reformed Synod from the nominations made by the board of trustees of the college and the synod.

The gentlemen active in effecting the consolidation were among the most prominent citizens of Lancaster City and the State, consisting of ex-President James Buchanan, the Rev. Dr. Samuel W. Bowman, afterwards bishop, John L. Atlee, M. D., John Reynolds, Hon. Henry G. Long, Hon. Emanuel C. Reigart, Hon. A. L. Hayes, D. W. Patterson, esq., Nathaniel Ellmaker, esq., Christopher Hager, John Bausman, Samuel Humes, M. D., Hon. Joseph Konigmacher, Hon. William Hiester, Hon. Abraham Peters, Hon. David Krause, J. W. Gloninger, M. D., Hon. Henry Ruby, Barnard Wolff, William Heyser, and others.

Dr. J. W. Nevin was unanimously chosen president of the college, but on account of the critical state of his health he felt compelled to decline the appointment, which was a matter of deep regret to the friends of the college generally. Thereupon Dr. Philip Schaff was elected to fill his place, but the Reformed Synod was not willing that he should withdraw from his position as professor of theology in the seminary at Mercersburg. The college therefore remained without a head until the fall of the year 1854, when the Rev. Dr. E. V. Gerhart, president of Heidelberg College, Tiffin, Ohio, was called to fill the vacancy. He had graduated at Mercersburg in the year 1838, had been a pupil of Dr. Rauch for many years, and his appointment as president of his alma mater gave general satisfaction. He became an efficient officer, and added materially to the strength of the faculty. He was well qualified to teach Dr. Rauch's Psychology and Christian Ethics, and published a translation of Beck's Logic, to which he added an extensive Introduction to the Study of Philosophy in General, a work of decided merit. By his enthusiasm he gave an impulse to the study of logic among the students, something needed at the time, as this branch of study had been somewhat neglected in the philosophical course of the college. He also published a selection of the sermons of Dr. Rauch in a volume under the title of the "Inner Life of the Christian."

During the spring of 1853 the faculty and students of Marshall College removed to Lancaster and entered upon the usual summer term of study in the old Franklin College building, which answered their purpose until better accommodations could be made for them. In the month of June the formal opening of the college was proclaimed in Fulton Hall, which was largely attended, and indicated a hearty welcome from the citizens of the place. The Right Rev. Alonzo Potter, bishop of Pennsylvania, was present and added to the interest of the occasion by a graceful address, as the representative of the State; an address of welcome in behalf of the city of Lancaster was delivered by the Hon. A. L. Hayes, and Dr. Nevin as the representative of the college delivered the main discourse of the evening, in which he dwelt largely on the character of the education called for by the State of Pennsylvania as an Anglo-German State. At the commencement in September following, Dr. Nevin presided and conferred the degrees, in connection with which he delivered an elaborate baccalaureate address on "Man's true destiny." See his *Life and Work*, already referred to, pages 445-461.

From the year 1853 the following gentlemen served as professors in the college, assisted from time to time by tutors:

As presidents and professors of mental and moral philosophy.—Rev. E. V. Gerhart, D. D., from 1854 to 1866; Rev. John W. Nevin, D. D., from 1866 to 1876; Rev. Thomas G. Appel, D. D., from 1877 to 1889, and Rev. John S. Stahr, Ph. D., from 1889 to date (1902).

Of mathematics, physics, and astronomy.—Rev. Theodore Appel, D. D., from 1853 to 1872, and of physics and astronomy from 1872 to 1877; Rev. Walter E. Krebs, A. M., from 1872 to 1877; Frederick K. Smyth, A. M., from 1877 to 1880, and Jefferson E. Kershner, Ph. D., from 1880 to date.

Of ancient languages and belles-lettres.—William M. Nevin, LL. D., from 1853 to 1872, and of English literature and belles-lettres from 1872 to 1892; Rev. D. M. Wolff, A. M., from 1873 to 1875; Rev. N. C. Schaeffer, Ph. D., from 1876 to 1877; John B. Kieffer, Ph. D., from 1877 to date, and George F. Mull, A. M., adjunct professor from 1886 to date.

Of natural science, chemistry, and geology.—Rev. Thomas C. Porter, D. D., from 1853 to 1866; Charles H. Budd, M. D., from 1867 to 1871; Rev. John S. Stahr, Ph. D., from 1871 to 1889, and Rev. Richard C. Schiedt, from 1888 to date.

Of history and aesthetics.—Adolphus L. Koeppen, A. M., from 1853 to 1861; Rev. J. W. Nevin, D. D., from 1861 to 1866.

Of the German language and literature.—Adolphus L. Koeppen, A. M., from 1853 to 1861; Rev. F. W. A. Falk, Ph. D., from 1864 to 1867; Rev. John S. Stahr, Ph. D., from 1871 to 1889.

Of history and archaeology.—Rev. Joseph H. Dubbs, D. D., from 1875 to date.

Of anatomy and physiology.—John L. Atlee, M. D., from 1853 to 1885.

Rectors of academy, with assistants.—Cyrus V. Mays, A. M., Rev. D. M. Wolff, A. M., Rev. N. C. Schaeffer, A. M., Rev. James Crawford, A. M., Rev. George F. Mull, A. M., and W. W. Moore.

The faculty, which had been transferred from Mercersburg to Lancaster, was strengthened by a new colleague in the person of Adolphus L. Koeppen, as professor of German literature and history, who here deserves a passing notice. He was born at Copenhagen, Denmark, February 14, 1804, where he completed his studies in the university. He was professor of history in the military college in the island of Ægina, Greece, from 1834 to 1846; public lecturer on history in the United States from 1846 to 1853; professor at Lancaster from 1853 to 1861; subsequently librarian of the royal library and a member of the court of King Otho at Athens, Greece, where he died from an accident in 1873. While he was professor at Lancaster he prepared for the press his *World in the Middle Ages*, a work of superior merit, accompanied with a valuable *Historico-Geographical Atlas*, which was published by Appleton & Co., New York, in 1854.

Dr. Falk, who succeeded Professor Koeppen in the chair of history and German literature, was also an interesting personage. He was born in Silesia, Germany, November 10, 1805, where his father was a superintendent in the Lutheran Church. He studied in the University of Breslau, and in 1848 was elected member of the Parliament that met at Frankfort-on-the-Main, as a representative of the Liberals who were in favor of a united Germany. In 1849 he was again elected a member of the Parliament in Berlin, representing the same party. He was closely related to Von Falk, the distinguished German statesman and minister of cultus at Berlin. In 1852 he sailed for America, served as professor of Latin and Greek in St. James College, Maryland, and was ordained deacon in the Episcopal Church in 1859. In 1867, after three years of service as professor at Lancaster, he became professor of modern languages in Racine College, Wisconsin, where he continued to teach for twenty years, and died in Nebraska on a visit to a friend, November 13, 1887. He was an admirable specimen of a German gentleman in his manners, and it is a remarkable fact that a short time before he left Lancaster, in an address before the students, he predicted with the utmost confidence that it would not be long before Germany would be united, with Prussia at its head. The prediction was verified sooner than his audience expected.

The college, transplanted to a new soil at Lancaster, took root, increased in strength, and soon began to exercise a quickening influence upon the German population in the eastern part of the State and elsewhere in favor of a higher education. The students showed the same zeal for the college as they had done at Mercersburg. Soon

after they came to Lancaster they went to work and by their own efforts, mainly, erected for themselves halls for their literary societies, such as they had been accustomed to at Mercersburg, at a cost of \$10,000 for each. They were placed on either side of the main building of the college, as detached wings, which added very much to its appearance on the heights of Lancaster, commanding an extended view of the country in all directions.

A handsome addition was made to the endowment of the college by Elder Henry Leonard, of Basil, Ohio, in 1863, during the war. He had been successful as an agent of Heidelberg College, at Tiffin, Ohio, and by what he regarded as a premonition or dream believed that he had a divine call to labor for the institutions of his church in the East as well as in the West. By his faith and Christian spirit in a comparatively brief period of time he secured over \$33,000 in reliable subscriptions, and returned to his home in the West with the consciousness that he had done his duty and with the kindest wishes of all who had given him large amounts of their money as well as of all other friends of the college.

Amidst its new surroundings at Lancaster, the number of its graduates increased from year to year. For a time it held its own during the war, but at length it had to succumb in a considerable degree to its demoralizing effects. In 1862 the graduates numbered 28, but in 1866 only 6. Under the quickening influences of the establishment of peace, however, its friends rallied, determined to impart to it a new impulse and a more vigorous life. The faculty was reconstructed, and Dr. Nevin was once more called to take charge of the institution as president, with his predecessor as vice-president at his side. Thus reconstructed we may say that the faculty was much stronger than it had been before, without casting any reflections on its ability or previous efficiency. It was believed that his name and fame would serve to impart strength to the movement to place the college upon a better basis, which turned out to be the case. It was decided that at least \$200,000 should be raised to meet its wants, so as to enable it to keep up with the demands of the times. The Rev. Dr. Bernard C. Wolff, retired theological professor, secured from Mr. Lewis Audenried, of Philadelphia, Pa., a legacy of \$35,000 for the endowment of a professorship, which with other contributions secured by him and others during President Nevin's term of office amounted to about \$70,000. Largely through Dr. Nevin's influence, in connection with that of other disinterested friends of the college, a tract of over 3,000 acres of land in Somerset County, Pa., was bequeathed to the college and seminary, two-thirds to the former and one-third to the latter. It was the gift of the Wilhelm family, Benjamin, Peter, and Mary, all unmarried, who, having connected themselves with the church late in life, by a solemn covenant devoted their earthly possessions in this way to the cause of Christ. Their counselors were Hon. William J. Baer,

Herman L. Baer, esq., and Rev. A. B. Koplin, the friends equally of Dr. Nevin and the college at Lancaster. The legacy became available in 1878. Thus far it has been productive in satisfying the reasonable claims of the legal heirs, amounting to \$25,000. The land is valuable for agricultural and mineral purposes, and at no distant day as it comes into the market it will no doubt increase the permanent endowment of the college to the full extent of \$200,000, the amount designated in a moment of enthusiasm in the year 1866.

The college building, dedicated in 1856, was constructed without any dormitories, intended simply for recitation rooms, library, chapel, and other purposes. At first it was thought best to allow the students to board in private families, but this was a mere experiment, and in the course of time there was a demand for a boarding house on the college campus where the students, in part at least, could live and board together. The corner stone of the new building was laid during the commencement of 1871, and the edifice was named after Dr. Henry Harbaugh, professor of theology, then recently deceased, who had first urged the erection of such a building. It cost \$15,000, for which provision was made by liberal contributions to be devoted to that purpose exclusively. Mr. Charles Santee and Mr. George W. Fahnestock, both of Philadelphia, contributed about one-half of the amount needed. A part of the students room in this building, while others are allowed to board elsewhere.

After the successful erection of Harbaugh Hall in 1871, another new building was erected for the use of the academy, or preparatory department, at a cost of \$20,000. The understanding was that this entire amount was to be provided for by voluntary contributions through an agent, but as this was not done the money had to be taken out of the endowment fund. As, however, there was little or no outcome from this investment, the result was that the income of the college was in proportion curtailed, and it became impossible to pay the professors' salaries as promptly as had been the case before. As this difficulty increased from year to year, Dr. Nevin felt it to be his duty to withdraw from the college in 1876, in order that it might live within its income.

During his ten years of service he delivered lectures on the philosophy of ethics, of æsthetics, and of history, of which his students took copious notes. These have been reproduced under an abbreviated form in the volume on his "Life," already referred to.

Owing to the condition of the treasury the trustees did not feel justified in electing a salaried president at the time. In 1877 they appointed Dr. Thomas G. Appel, professor of church history in the seminary, as temporary president, who continued to act in that capacity, with a nominal salary, until the year 1889, because during this period there were no means at hand to support a permanent successor. He gave general satisfaction as presiding officer in the college, performed

the duties of two professorships at the same time, reproduced with good effect Dr. Nevin's lectures on philosophy, and in various ways excited a salutary influence in the institution, which showed itself in the increasing number of students from year to year.

Dr. J. W. Nevin died in the year 1886, full of honors as he was full of years, in the eighty-fourth year of his age. A few weeks afterwards the annual commencement was celebrated and largely attended. Just at this time the Alumni Association had in contemplation the celebration of the centennial of the founding of Franklin College in 1787, together with that of the semicentennial of the founding of Marshall College in 1837, and the recent death of Dr. Nevin imparted to this movement a healthy, practical direction. Measures were initiated by the alumni trustees to increase the efficiency of the college in various important respects, and, among others, to endow the presidency of the college with a fund of not less than \$30,000, as a tribute of respect to the memory of Dr. Nevin and to prepare a memorial volume of his long and useful life. Both of these were carried out during the year 1889. To the first of these objects Mr. Charles Santee, of Philadelphia; Dr. Pepper, provost of the University of Pennsylvania, and Dr. Schaff, of Union Theological Seminary, New York, were among the more liberal contributors. At this same commencement the Daniel Scholl Observatory was dedicated to the science of the heavens, and an admirable address delivered by Prof. C. A. Young, of Princeton College, New Jersey.

The building, with its valuable instruments, was the gift of Mrs. James M. Hood, daughter of Mr. Daniel Scholl, of Frederick, Md., in honor of her father's memory, for which she made the generous donation of \$15,000.

The way being now open for the appointment of a regular president of the college, Dr. Appel withdrew from his onerous position, and Prof. John S. Stahr was appointed temporary president for the ensuing year.

Number of graduates from 1853 to 1889.....	614
Honorary degrees of A. M. conferred from 1853 to 1889.....	46
Honorary degrees of Ph. D. conferred from 1853 to 1889.....	8
Honorary degrees of LL. D. conferred from 1853 to 1889.....	14
Honorary degrees of D. D. conferred from 1853 to 1889.....	63

The value of the property owned by the college, consisting of endowment funds, buildings, 22 acres of land in the campus, and so on, exclusive of the land in Somerset County, Pa., is about \$300,000.

FRANKLIN AND MARSHALL COLLEGE, 1890-1894.

The present (1894) condition of Franklin and Marshall College is prosperous and promising. Though the last years have been comparatively uneventful, many improvements have been made and the number of students has correspondingly increased.

Rev. John S. Stahr, D. D., was elected president in 1890, after many years' service as a member of the faculty. He is an alumnus of the college, of the class of 1867, and is thoroughly familiar with its necessities and requirements. Under his direction, though there have been no large contributions or bequests the endowment has steadily increased.

A fine gymnasium has been erected and is thoroughly equipped with the appliances necessary for athletic training. Additional instruments have been procured for the Daniel Scholl Observatory, which is now prepared for a high order of astronomical work. The college library, under the efficient care of Prof. John B. Kieffer, has been considerably enlarged, and a good reading room is maintained for the use of the students. The buildings have been put into thorough repair, and within the past year steam heating has been introduced. A very full outfit for the biological laboratory has also been secured through the energetic efforts of Prof. R. C. Schiedt, and extensive additions have been made to the apparatus in the department of physics. A fine series of maps and charts has also been procured for the department of history.

The death of Prof. William M. Nevin, LL. D., which occurred February 11, 1892, was an occasion of sincere grief to all the members of the institution. Dr. Nevin had reached the mature age of 86 years, and had been for more than fifty years engaged in the service of Marshall College and Franklin and Marshall College, having begun his career as professor of ancient languages in the latter institution in 1840. He was a profound classical scholar and his knowledge of English literature was extraordinary. A volume consisting of selections from his writings will soon be published.

Several changes in the faculty have yet to be noticed. William Mann Irvine, Ph. D., was physical instructor and director of the gymnasium in 1892-93. In the latter year he was also assistant professor of political economy and English, but at the end of the year he resigned to accept the presidency of Mercersburg College. Mainly through his influence and example, the students became greatly interested in athletic sports and were not a little proud of their victories at football. Dr. Irvine also organized and conducted a glee club which gave many successful concerts.

At the last meeting of the board of trustees Rev. C. Earnest Wagner, A. M., who recently pursued special studies at Oxford, England, was elected professor of English literature. Otherwise there has been no change in the corps of instructors, except in the case of tutors who were engaged for a limited time.

The theological seminary of the Reformed Church, having no building of its own, has for many years occupied rooms in the college building. On this account both institutions have been greatly crowded. The seminary is now engaged in erecting a fine building

in the immediate vicinity, and as soon as it is completed the college will have room for several contemplated improvements.

According to the published register of 1893 the number of teachers in the three institutions—college, theological seminary, and academy—was 21, and the number of students 273. Of the latter 136 were connected with the college classes. The present year (1894) will show a considerable increase in the number of students, but the official register has not yet appeared.

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FRANKLIN AND MARSHALL COLLEGE.

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VII.

GENEVA COLLEGE.

By President W. P. JOHNSTON.

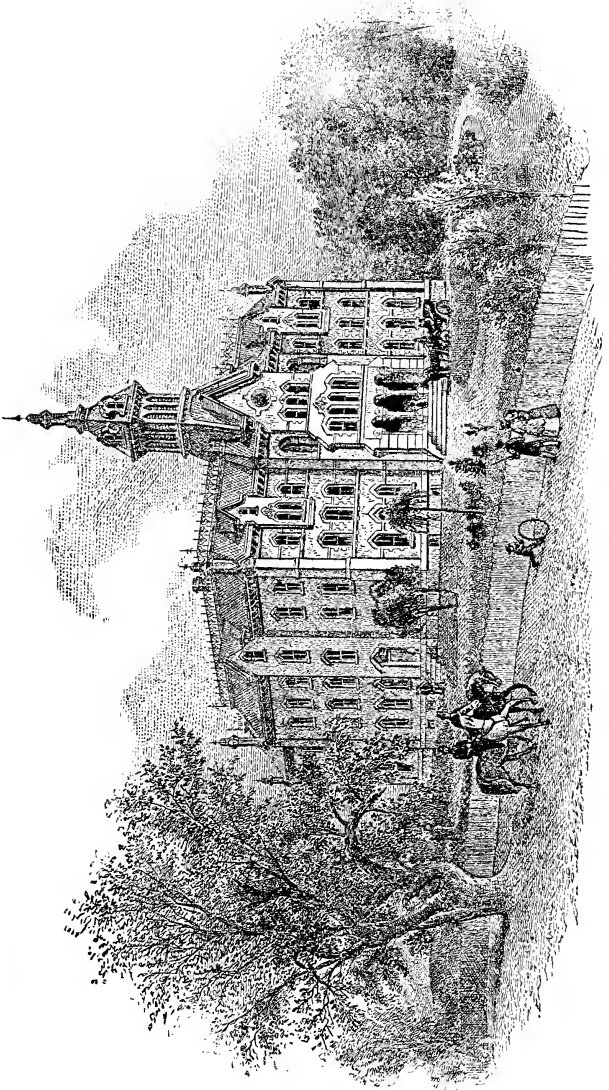
Geneva College at Beaverfalls is endowed and controlled by the Reformed Presbyterian Church. It had its beginning in a class of young men which in 1834 the Rev. J. B. Johnston began to teach in Northwood, Logan County, Ohio. Finding the class growing in numbers and desire for study, he determined to found a school. In April, 1848, the college was founded under the name of Geneva Hall. It was under the control of the Lakes Presbytery of the Reformed Presbyterian Synod, and was managed by a board of ministers of that presbytery and by elders—most of whom lived in the neighborhood of Northfield—until 1879, when by an act of the synod it was removed to Beaverfalls.

The college building, erected in the latest style of architecture at a cost of \$40,000, contains besides the president's office 12 recitation rooms and rooms for the library, museum, laboratories, and literary societies. The college has also a boarding hall and a gymnasium in charge of a trained instructor. The buildings stand in the suburbs of Beaverfalls on an eminence overlooking the Beaver River, 4 miles above its confluence with the Ohio. A street railway connects the college with Beaverfalls and New Brighton, whence numerous railroads afford access to the outside world. There are 3 courses of study, the classical, the scientific, and the literary, requiring for their completion, respectively, six, five, and four years, and leading to the usual baccalaureate degrees. Special stress is laid on the acquisition of a Christian education. Weekly Bible study and presence at chapel exercises on the Sabbath are required of all students not attending religious services elsewhere. Noteworthy also is the prominence given to the study of history and political science, particularly political philosophy.

The following have acted as presidents and principals of the institution: Rev. J. B. Johnston, D. D., 1848-1850; Rev. W. F. George, A. M., 1851-1852; Rev. I. R. W. Sloane, D. D., 1852-1853; Rev. I. C. Killilligan, A. M., 1856-1858; Rev. N. R. Johnston, A. M., 1862-1865; Rev. D. Stroug, A. M., 1865-1867; Rev. S. J. Crowe, A. M., 1867-1869;

Rev. William Milroy, 1869-1872; Rev. H. H. George, D. D., 1872-1890; Rev. W. P. Johnston, A. M., 1890.

At present the faculty is made up as follows, some of its members having been trained at Columbia, Michigan, and Johns Hopkins: Rev. W. P. Johnston, D. D., president, literature and philosophy; George Kennedy, Greek; Rev. W. J. Coleman, political philosophy and history; N. C. Long, mathematics; Rev. W. Milroy, Ph. D., Latin; William McCracken, science; G. C. Brelas, German; J. S. Martin, academic; C. O. Bernies, gymnastics; F. E. Cluff, music.



GENEVA COLLEGE.

VIII.

GROVE CITY COLLEGE, GROVE CITY, PA.

Grove City College, located at Grove City, Mercer County, Pa., on the Bessemer and Lake Erie Railroad, is an outgrowth of the Pine Grove Normal Academy, organized at this place in 1876.

As early as 1858 an effort was made to provide instruction in college preparatory and other studies for young men and women who were desirous to have better advantages for education than the public schools afforded. Rev. Richard M. C. Thompson, D. D., now deceased, was perhaps the first one to give instruction in the higher branches of learning. Quite a good many young men and women were fitted for teaching in the public schools, and others were prepared for college.

In 1864 Rev. William T. Dickson became pastor of the Presbyterian Church of Pine Grove, and soon after he and his excellent wife undertook to maintain a private school in which the young might receive instruction in the common branches and also in academical studies. They continued this work with but slight interruption for nearly ten years. During this time great good was done; an educational sentiment was awakened in the community, students were prepared for college, and others, with a fairly rudimentary education, were fitted to become good citizens. It would be hard to estimate the good which these two consecrated servants of Christ did for the community and for the cause of education generally. There is no doubt but that to their work is largely due the interest which the older families in the community have for years manifested in the establishing and maintaining of an institution of learning in their midst.

In 1874 the school directors of the township decided to erect a one-story brick schoolhouse, containing two rooms, for the accommodation of the school children of the community and village. A movement was started among those interested in higher education to raise funds by private subscription to add a second story to the public-school building. This, after much effort, was accomplished, and it was in this upper room of the public schoolhouse that a select school or academy, with 13 students, was started on the 11th day of April, 1876.

Pine Grove, since called Grove City, was then a village containing some 20 houses, but it had all, or nearly all, the essentials for conceiving and laying the foundations of a thoroughly Christian college;

it had God-fearing men and women thoroughly awakened to the advantages of an institution of learning in their midst. It would be impossible, if not undesirable, to detail the struggles, the trials, the sacrifices, the dark hours incident to the realization of a deeply cherished end; trials, almost hardships, without which no really great work for mankind has ever been done, and which in the case of this institution became the elements of its strength and power.

In 1878 the need of a better organization became generally acknowledged, and in September a meeting of the citizens was called. The gentleman who presided at that meeting (Mr. Robert G. Black) said, "that in view of the very great and vital interests which had brought the people together it was proper and wise that Divine guidance and blessing should be sought," and accordingly the first general meeting of the citizens held in this interest characterized the spirit in which the after work of the institution should be conducted.

W. A. Young, J. M. Martin, M. D., James P. Locke, James Hunter, and Joseph Humphrey were appointed a finance committee to provide means for the purchase of grounds and the erection of an academy building. They were directed to apply for a charter of incorporation, that the academy might have a proper legal basis. At No. 2 of August term, 1879, of the court of common pleas of Mercer County, Pa., a charter of incorporation for the purpose of establishing and maintaining a school in the village of Pine Grove, now the borough of Grove City, to be known as The Pine Grove Normal Academy, was granted. The aforesaid finance committee, under the charter, constituted the board of trustees until the election of their successors, a board of 15 trustees, on the second Monday of January, A. D. 1880. The capital stock of the corporation was at first limited to \$25,000 (afterwards increased to \$50,000), and was to be sold in shares of \$10 each. When 400 shares had been subscribed for and 20 per cent of the stock thus subscribed for paid in, the charter was to go into effect. Capt. R. C. Craig was the first solicitor of the corporation, and after an earnest and faithful effort finally succeeded in securing subscriptions for 400 shares of this stock. Early in the winter of 1878-79 the required amount of stock having been sold and 20 per cent of it paid up, the finance committee, or 5 trustees, immediately proceeded to purchase ground and erect a suitable building. Four acres of ground were secured in the village and a two-story brick academy building was erected at a cost of about \$10,000. The academy building was first occupied in December, 1879, and from that time on the growth of the institution was rapid and continuous. In 1881 the attendance of students had so increased that the demand for larger facilities became imperative, and so in 1882 a building providing additional recitation rooms and other conveniences, as well as a separate dormitory building for ladies—now used for the purposes of the music department—was erected. Again resort was had to the selling of shares of the

capital stock, but always at its face value of \$10 per share. It will illustrate the growing interest of the community in the success of the enterprise to say that men who were scarcely able to take five shares of stock at the beginning had the satisfaction, after repeated subscriptions to the stock of the college, to surrender, when the stock feature was eliminated, their property right in varying sums of \$500, \$800, \$1,000, \$1,200, \$2,000, etc., that the college might become a perpetual fountain of blessing.

In 1883 the annual attendance had increased to fully 500 different students. The work had been mainly the preparing of teachers for teaching and students for college, although in 1881 and 1882 classes had been graduated in a scientific course of study and had received appropriate diplomas and degrees. Now, many were anxious to have the advantages of a full collegiate classical course of study in this institution. They had become attached to the institution. The smallness of the expenses made it possible for many boys and girls of very limited means to take such a course of study in this institution. These and other considerations led the board of trustees to ask for an amendment to the charter changing the institution from an academy with restricted powers to a college with all the rights and franchises of the same. The decree authorizing this change was granted on the 21st day of November, A. D. 1884.

In the following June (1885) a class of 10 was graduated in collegiate courses of study, 4 of whom received the degree of Bachelor of Arts. The remaining 6 graduated in the scientific course of study. There has been a steady and almost uniform growth in the college classes from 1885 to the present time. The class of 1881, the first class to graduate, consisted of 7 graduates; the class of 1901 had 54 members—13 being ladies and 41 gentlemen. Since the graduation of the first class under a college charter, 590 have been graduated—210 ladies and 380 gentlemen. Of the gentlemen who completed the classical course, about 100 have already engaged in the active work of the Gospel ministry and 32 are now (winter 1902) in theological schools in further preparation for that work. Many others who were unable to complete the entire course, or preferred a partial course, have also gone out from the college and have in theological seminaries prepared to enter the ministry. The graduates of the college, coming mainly from the rural districts, as a rule have chosen a professional career. Many ladies have chosen teaching for a profession. Some have gone out as missionaries, some have taken up the medical profession. In whatever work they have engaged they have fairly demonstrated their ability and fitness to do well their part in life.

Since the beginning of this work in 1876 fully 6,000 young men and women have been students in this institution. The attendance for the year 1900-1901 was 662 different students, and the attendance for the year 1901-1902 will without doubt exceed that number.

It will emphasize the growth of the institution in a general way to say that in 1876 there was 1 teacher or professor and 13 students; to-day there are 16 professors and teachers and an annual attendance of over 600 students. In 1879 the institution had 4 acres of ground and 1 academy building worth in the neighborhood of \$10,000; now the institution has 40 acres of ground in the heart of a rapidly growing town and 6 college and other buildings, with an estimated value of \$250,000.

The management of the institution was by the charter of incorporation lodged in a board of 15 trustees, chosen from the stockholders and by the stockholders. Five trustees were chosen thus annually to serve for three years. As the stock was held almost exclusively by citizens of the community within a radius of 5 miles from the college, the members of the board were necessarily local. But to their wise and careful administration is largely due the phenomenal success of the college. Severely economical where economy could be practiced with safety, generous even to personal sacrifices when the resources of the college were not adequate to its plainly evident needs, investing every dollar of a sadly insufficient income where it would count most for the advancement of the college, in season and out of season they gave the college their time, their money, and their most consecrated services.

It is worthy of remark that in all these years not one dollar was appropriated to pay for the time and services of the officers of the board. In many cases no possible return could come from years of labor and anxiety save the consciousness of having a large part in a great work for God and humanity.

But it was to put on record an act which speaks in higher terms than articulate words the sterling worth of the community which fostered and encouraged this enterprise that this sketch was undertaken. The corporation was a stock corporation. In consideration of the money which men would contribute to the establishing of the college, the purchase of real estate, and the erection of buildings, stock had been issued in shares of \$10 each, and thus after repeated subscriptions had been made to the capital stock it was found that fully 250 different persons held stock in the college in varying amounts of from 1 share, or \$10, all the way up to 200 shares, or \$2,000. In a rural community in which there was perhaps not one property holder whose entire estate, personal and real, would exceed \$10,000, it did seem that this was the only feasible plan by which means could be secured for this work. But the time came when it was plainly evident that a stock corporation would no longer serve the interests of the college. For some years its friends were fully aware that the foundation, though legal, was unstable and unsafe, and that the stock feature of the institution precluded the possibility of realizing their most earnest hope and desire that it should become a permanent and per-

etual fountain of good. Only one course seemed to be open, and that was to eliminate the stock feature entirely and seek for a charter in the class of public charities. But could 250 stockholders of different types, dispositions, and denominational affiliations, and maintaining different attitudes to the college be induced to surrender their property right in an institution to which they had made contributions, often involving actual personal sacrifice? It added to the gravity of the undertaking that it was a serious question whether the change could be legally made if even one stockholder should oppose. The purpose and advantages of the desired change were, however, fully and faithfully made known to all the stockholders. They were given assurance that the corporation would be composed of men of highest character and standing in the State, that by this change the college would be perpetual, and that those to whom this trust would be committed would not forget the sacrifices that had already been made to give the institution a place among the reputable colleges of the land, and that the college should forever remain an undenominational, but Christian, institution of learning. It must forever be to the honor of the community that the desired change was made without one dissenting vote. At a stockholders' meeting held in the college on the 3d day of November, A. D. 1894, according to legal announcement, the stockholders met and unanimously consented to the change, and did there and then make an assignment of their entire stock to the college. The 15 trustees who had previously been chosen by the stockholders became the petitioners for the amendments which, when granted, changed the entire legal aspect of the college. From a stock corporation, in which 250 persons had a property right, it became a corporation in the class of public charities, and the former 15 trustees and 15 others, whom they were by the provisions of the charter to elect, became the legal guardians or trustees of the changed corporation. The final decree making these changes was ordered on the 10th day of December, A. D. 1894, a little more than ten years after the first college charter had been obtained.

Since 1894, the date of the last charter, the college has largely increased its facilities, and at present (1902) two new college buildings are in process of erection—one a science hall, to be equipped for the instruction of students in mechanical and civil engineering, the other a beautiful and substantial dormitory for ladies.

IX.

HAVERFORD COLLEGE.

By Prof. FRANCIS B. GUMMERE.

In April, 1830, during the regular yearly meeting of Friends, held in Philadelphia, "a number of Friends who had for a long time felt the disadvantages under which the youth of our society labor in obtaining a liberal education" met to confer upon the best means of removing this disadvantage.^a One month later a similar meeting was held in the city of New York "to take the same subject into consideration." This meeting drew up a minute in which was expressed a sense of the importance of an education guarded "from the contaminating influence of the world;" and it was recommended to establish a school "in some central position and to an extent adequate to the wants of Friends on this continent, in which a course of instruction may be given as extensive and complete as in any literary institution in the country." A committee was appointed to correspond with other Friends. This energetic action brought about a second meeting in Philadelphia,^b and a committee of the latter,^c acting in conjunction with Friends in New York, soon carried matters to a practical conclusion. They resolved "that an institution be established in which the children of Friends shall receive a liberal educa-

^aFor these and subsequent details about the founding of Haverford cf. "An account of Haverford School from its institution to the close of the winter session, fourth month, 1835; with the constitution and by-laws of the association. Philadelphia, 1835."

The sources of information for the history of Haverford College are mainly the college catalogues, the annual reports of the managers, and the minutes (in MSS.) of the corporation and of the committee on instruction. For the beginning of the institution a pamphlet called "An account of Haverford School," published in 1835 (Philadelphia), is of great service. Another pamphlet is "Haverford Revived" (1846). For later history, the printed report of the exercises held at the college on the fiftieth anniversary of its foundation (1883) contains considerable information. Efforts are now being made to collect and print the titles of all books and pamphlets published by officers or graduates of the college.

Since this sketch was written there has appeared a complete history of Haverford College, written by a committee of the alumni and edited by Mr. Philip C. Garrett (732 pages, Philadelphia, 1892).

^bJune 18, 1830.

^cIts members were Thomas Evans, Daniel B. Smith, Edward Bettle, Thomas Kimber, Isaac Collins, George Stewardson, Samuel R. Gummere, Isaiah Hacker, Uriah Hunt, Henry Cope, William Hodgson, jr., and John Gummere.

tion in ancient and modern literature and the mathematical and other sciences, under the care of competent instructors of our own society." The contributors, moreover, were to be Friends, "and certificates of stock [should] be transferable to members of that society only."

The joint committee issued a general circular, in which they proposed a course of not less than four years, including "English literature, mathematics, natural history, natural, intellectual, and moral philosophy, the ancient languages, and ancient literature; opportunities for instruction in the principal modern languages are also to be afforded." Of the board of managers not more than two-thirds were to be members of the Philadelphia Yearly Meeting. It was proposed to raise a stock of \$40,000 in shares of \$100 each. Profits up to 5 per cent were to be divided among stockholders; the surplus was to be appropriated to the school.^a The name of the new institution was to be Friends' Central School; the price of board and tuition, "about \$200 per annum."

This circular was sent out in October, 1830. November 18 was held the first meeting of the contributors. It was found that more than \$40,000 had been subscribed, and the capital was increased to \$60,000. December 9 the contributors voted to apply to the legislature of Pennsylvania for an act of incorporation; and on the 30th a secretary, a treasurer, and 24 managers were chosen. A report of this board, made December 19, 1831, showed that they had purchased for \$17,865 a tract of 198½ acres on the Lancaster turnpike, about 8 miles from Philadelphia.^b The report of May, 1832, details plans of the proposed buildings, which were actually erected in 1833. An act of the legislature, approved April 4, 1833, incorporated "The Haverford School Association," and in November of that year the managers report the successful opening of the school, October 28, "21 students being present." The average attendance for the first term was 30.

A library of 1,000 volumes, "including nearly complete sets of Greek and Latin classics;" a good stock of "philosophical apparatus," and a cabinet of specimens in natural history, with about 2,000 articles, are mentioned in the equipment of the institution. The officers of instruction were a superintendent, Samuel Hilles; a teacher of mathematics and natural philosophy, John Gummere; a teacher of English literature, Daniel B. Smith, and a teacher of ancient languages and ancient literature, Joseph Thomas. These teachers divided

^a It is perhaps needless to point out that no dividends were ever paid. On the other hand, when debt began to accumulate a few years later, an ineffectual effort was made to induce the stockholders to renounce all right to dividends. It was not until 1878 that the concern laid aside its legal character as a stock corporation.

^b In 1878 the college owned 215 acres, the original purchase having been increased by the gift of a neighboring piece of land on which it was feared a factory might be built. Recently, moreover, several friends have secured about 10 acres more, which will eventually become the property of the college. It should be remembered that land adjoining the college property is now selling for \$4,000 per acre.

among themselves such instruction in chemistry, natural history, and the like as seemed needful until the managers should appoint separate teachers for those departments. The classes were called third junior (in 1861 changed to freshman), second junior (now sophomore), junior, and senior. Candidates for admission to the third junior class had to pass an examination "in English, Latin, and Greek grammar; geography; algebra as far as simple equations; Latin as far as Cæsar, and the Gospel of John in the original Greek." A preparatory class was organized.

The arrangement of teaching was simple enough; not so the discipline. The board of managers, which was elected annually by the corporation, appointed out of its own members a committee on instruction, and in this committee was vested the government of the school. This involved very delicate adjustments and led, in the sequel, to considerable difficulty. Nevertheless, when one reflects upon the complicated nature of the machinery and takes into view the whole course of the school, one must acknowledge the great fidelity and efficiency with which this committee discharged its duties. Its members took part in the examinations of students,^a and they not only ordered, but often executed, measures calculated to promote and enforce the discipline. In April, 1862, for example, certain misconduct of two students is reported by the faculty to the committee on instruction. The latter decide that the students shall be expelled, and send a subcommittee to the college to "carry out the decision."^b

The regulations of the school were strict. Pocket money was frowned upon, and little or no opportunity was given for its use. Students were confined to the bounds of the school estate, and absences were rarely permitted. Dress was regulated by Quaker simplicity, as is shown by the rule that a student's "body coat, round jacket, and waistcoat shall be single breasted and without lappels or falling collars." Caps were not allowed at all. All books and papers, save a few carefully selected periodicals and the volumes of the library, were excluded. There were two terms, one of six months beginning in October, and one of four months beginning in May. The price of board and tuition was \$200. About one-half of the students came from Philadelphia or its immediate neighborhood. The number in attendance rose steadily, until in 1837 it reached 79, more than the building could comfortably harbor. This remained the largest attendance in the history of the college until 1883; but the share of the preparatory department, abolished in 1861, must be borne in mind. Indeed, the crowded state of the school causes the managers in their report for 1837 to speak of the large number of applicants for admission and to hint that new buildings may be called for.

^a Minutes (MSS.) of the Committee on Instruction, 8 mo., 23d, 1843.

^b Minutes, 4 mo., 11th, 1862.

From the start the studies of the four regular classes were entirely above the boarding-school standard and compared favorably with the work of most American colleges of the period. It is true that we find the teacher of English literature giving a course of lectures on geology and one on physiology; but despite these and other incongruities, which indeed are not without modern instances, there can be no doubt that the student of Haverford School received sound instruction in the midst of a healthful though secluded life. The intimate association of teacher and taught did much to impress the character of the student in the most effective way; and there was common ground for both in the walks, the sports, and above all, the literary recreations, which were especially fostered by the Loganian Society organized by officers and students in 1834. Here was done much to create that love and appreciation of literature which may fairly be claimed for the Haverfordian of early days. This society was of great importance in every way. Its meetings were welcomed with delight among students who knew no other form of literary entertainment. Debates, essays, declamations, readings—they were doubtless sophomoric and even provincial, but they fostered a desire for good books and an affection for the intellectual life. The Loganian Society gathered a library of essays, poetry, and travels, together with such entertaining books as were permitted by the rigid censorship of the managers. Fiction was altogether excluded. Every month the society brought out a number of its periodical, "The Collegian," and the editors read its contents to the assembled students. These are now all bound in substantial volumes and may be found in the college library. Furthermore, the society had "cabinets of conchology, geology, natural history, medals, and coins." One of its officials bore the astounding title of "numismatical curator." But the functions of the society had a wider sphere; it controlled a carpenter shop where students might indulge their mechanical tastes, and it also set aside certain pieces of ground for gardening purposes. There was a spacious greenhouse more or less under control of the society. In short, the Loganian Society played a very important part throughout the early years of Haverford. In time two other societies were organized, which had the double charm of secrecy and a membership made up entirely from the students—the "Athenæum" and the "Everett." These, not without much opposition from old students, have been recently merged into one society, the "Everett-Athenæum," devoted to literary exercises; and the Loganian Society, deserting its old traditions, has formed itself into the "Loganian House of Commons" after the model of a similar body in the Johns Hopkins University. The so-called Greek-letter societies have never been allowed to take a place in the college.

One of the best features of the student's life at Haverford was the beauty of its surroundings. Forty acres, soon increased to 60, were

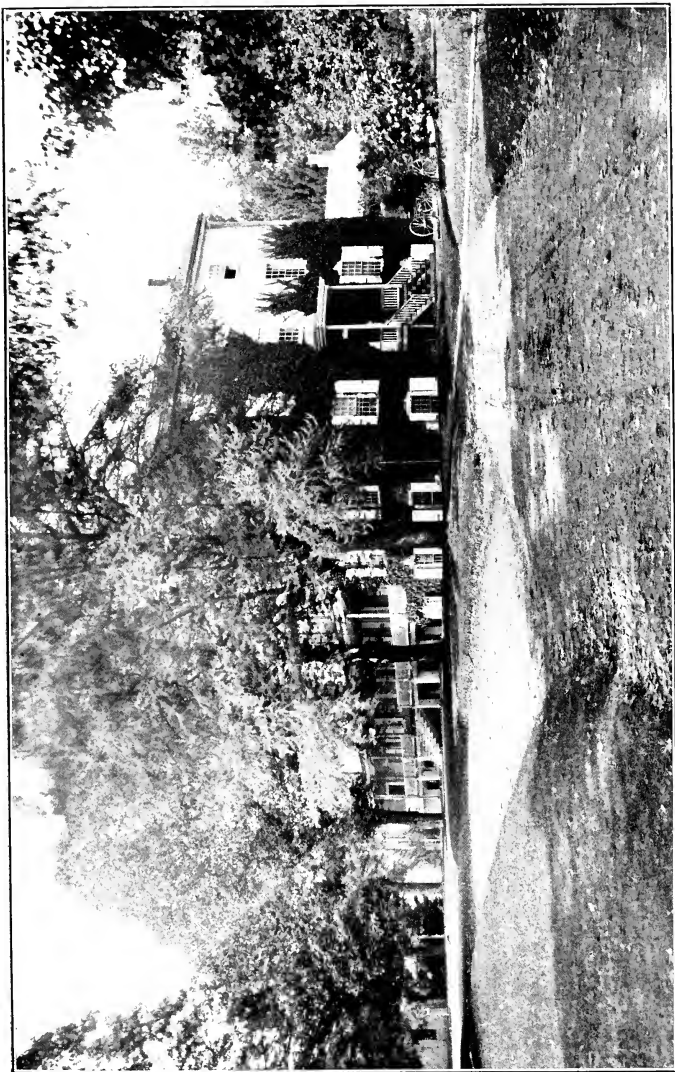
devoted to the lawn or park, and were planted and laid out by an English gardener, who spared neither money nor pains to make the undertaking successful. The variety of trees and shrubbery left little to be desired, and the admirable taste displayed in their choice and arrangement has in its results amply justified an outlay then deemed extravagant.

The flourishing condition and development of the school in 1837 were checked by the financial troubles of the time. The number of students fell off, debt increased, and prospects grew uncertain. The report of the managers for 1841 recognizes this state of things. For the past year, they say, the average attendance was but 46. More significant is an item in the treasurer's account, where the teachers are said to have agreed "to pay \$600 toward the expenses of the school."^a Economy reduced the annual deficit to \$117.63, and a gift of about \$3,000 from Thomas P. Cope was added to the resources of the association. In November, 1843, the minutes of the committee on instruction lament that the number of students has fallen to 30, and urges the managers to make personal efforts to advertise the advantages of the school. In March, 1844, the visiting committee report that three of them were at the school, and that "it [had] never before appeared to them to be in so satisfactory a condition." January, 1845, the state of the school is "satisfactory." But June 6th of the same year found the committee on instruction appointing two of their number to see that the books and philosophical instruments be properly packed and stored away. The school had suspended its intellectual payments. No further meeting of the committee was held until February 25, 1848.

This suspension was probably an act of needless caution, and was due entirely to the disordered finances of the school, or rather to the lack of invested funds. There was nothing whatever to tide the institution over a temporary embarrassment, and a debt of \$4,000 barred the way for cautious stockholders. But while the school lay idle its old students and friends were full of plans and energy. In 1846 a great meeting of the Loganian Society was held at the college and much enthusiasm was called out. A lively game of football made for the same result. Mainly by the exertions and liberality of friends in Philadelphia and in New Bedford, Mass., an endowment fund of \$50,000 was raised and given to the association. After nearly three years of idleness the school took up its regular work in the spring of 1848.

Always distinctly above the work of school and academy, instruction at Haverford now began to set steadily, not only toward the full collegiate standard, but also toward the collegiate title and the collegiate spirit. There were biennial examinations, in which a mark of

^a Report for 1841, p. 9. In 1862 two members of the faculty, on a hint from the committee on instruction, contributed \$400 each to the funds of the institution.



Haverford College—Old Building.

0 per cent had to be obtained in a subject and 66 $\frac{2}{3}$ per cent for passing in the department.^a New buildings sprung up and steps were taken toward better equipment. A lecture room was built, with apparatus room and laboratory; and an observatory was erected and furnished with an outfit that is described in a special pamphlet called *Description of the Observatory of Haverford College*.^b The telescope was an excellent one for its time, and the other appointments were in keeping, costing, together with the building, about \$7,000. The studies of the "third junior" class were: Advanced algebra, geometry, surveying, Virgil, Xenophon, Herodotus, chemistry, general history, geology, and English composition. The "second juniors" completed surveying and studied geometry of planes, plane and spherical trigonometry, descriptive astronomy, Cicero's Orations, Livy, Anabasis or Herodotus (completed), Iliad or Odyssey, Latin and Greek prose composition, geology, chemistry, and the Evidences of Christianity (Paley). The junior class studied natural philosophy, analytical geometry, mechanics, optics, Horace, Tacitus, Sophocles or Euripides, Demosthenes, Latin and Greek composition, rhetoric, mental philosophy, commentaries on the Constitution, and logic. The seniors studied differential and integral calculus, astronomy, Juvenal, Thucydides, Latin and Greek composition, antiquities, political economy, lectures on modern history, moral philosophy, and Analogy of Natural and Revealed Religion (Butler). This course of study was pursued in 1852. An additional impulse toward the full collegiate standard was given by the exertions of Thomas Chase, a graduate and former tutor of Harvard College, whose name, with A. M. attached, first appears in the catalogue for 1855-56. It is curious to note that degrees are no longer suppressed. John Gummere, who had the degree of master of arts from Princeton, is not credited with it in any Haverford publication during his active service in the school. The same is true of a graduate of Columbia College, who taught at Haverford in early days. The academic degree was then classed, along with other titles, as a "vanity." But in 1855 the school not only recognized degrees, but saw the necessity of conferring them. Students at Haverford who are preparing to teach, says the Managers' Report for 1856,^c desire the same degrees as are conferred at other institutions for similar work, and the managers "the more readily acquiesced in this view from an impression that a larger number of students might be thus induced to graduate, and from a full conviction, founded upon experience, of the great comparative value of the two latter years of study at Haverford."

Upon due application, the legislature of the State of Pennsylvania granted to the corporation power to maintain a college and to grant the usual degrees. The act was approved March 15, 1856. The time of vacations was changed—one of two weeks was appointed in Febru-

^a Cf. Catalogue of Haverford School, 1852-53.

^b Philadelphia, 1857.

^c P. 9.

ary, and one of nine weeks in July, August, and September.^a These changes made for progress; but the introductory department was not abolished until later.^b It remains to be said that from the first Haverford College took an excellent stand in regard to the conferring of advanced degrees. At a time when many colleges granted the master's degree in course without any condition Haverford demanded a well-written thesis "on some literary or scientific subject," and, what is much more to the point, repeatedly rejected the offered theses as unworthy of distinction. From time to time the refusal of a master's degree is recorded in the minutes of the committee on instruction. Further, the college would in no case grant a degree *honoris causa* upon request. The attempt was made several times. In two cases, where the applicants happened to be Englishmen, one was backed by a very good literary record, by several original publications, and by an array of well-known persons as indorsers of the request; the other was fortified by an amusing and judiciously worded offer of pecuniary compensation; and both were summarily refused. The sports of the students began at this time to take on a more collegiate character. Hand ball and similar games were put away. In their place cricket, introduced at an earlier date, now took and held first rank in the affections of Haverfordians, and has steadily remained their distinctive game. At present Haverford College competes annually with Harvard University and the University of Pennsylvania for the so-called "intercollegiate championship" in cricket. Baseball and football also find considerable favor; tennis is popular in the early summer; coasting has its fitful activities, and a meadow is yearly flooded for the skaters. The outdoor life of Haverford has always been one of its most attractive features. The gymnasium, fitted up in 1881 with Dr. Sargent's apparatus, was originally built with money collected by the students soon after the reopening of the school in 1848. It is now proposed by the alumni association to build a gymnasium in the modern style, with swimming tank and all the best appliances, in order to encourage the strong efforts of the present administration to promote in every way the cause of physical culture. The gymnasium is expected to cost from \$40,000 to \$50,000.

From 1856, when the collegiate title was assumed, until 1876, when the new dormitory was built, may be called the transition period in the history of the institution. These twenty years were marked by constant adjustments and changes and by no little friction. It could not well be otherwise. The school was founded on the lines of strictest possible supervision and control of the students. This was not inconsistent with the character of a school, but it was unfit for a col-

^a Report of managers for 1857, p. 9.

^b The formal minute of the committee on instruction which recommends this step is dated January 15, 1864; but the actual abandonment of the practice of admitting such students dates from 1861.

lege. Change was necessary and it came not through counsel, but through experience.

For several years after the college charter was issued Haverford had no president or principal. There was a superintendent, who did no teaching and attended simply to the conduct of the students and the care of the place. There was a faculty which did the teaching and discussed matters of discipline. The committee on instruction did the governing. But in 1857-58 Joseph G. Harlan, A. M., was appointed principal, as well as professor of mathematics, natural philosophy, and astronomy. The catalogue further shows for the first time a "tutor," who assists in classics and mathematics. In 1858-59 the office of principal was vacant, owing to Professor Harlan's death. In 1861-62 Samuel Hilles acts as "president pro tempore." In 1862 several changes were made, partly from motives of economy, but doubtless, also, with a view to centralize and simplify the conduct of the college. The old office of superintendent was abolished and its duties assigned to the new president, who was to have an assistant. It is significant that he was twice allowed by the committee on instruction to nominate this assistant or tutor.^a As president^b the committee recommended Samuel J. Gummere, afterwards made master of arts by Brown University, who had been teacher in the school from 1834 till 1843. He held the office of president from the autumn of 1862 until his death, October 23, 1874, when he was succeeded by his colleague, Thomas Chase, A. M., afterwards made doctor of laws by Harvard University.

The most conspicuous sign of progress made under the new administration was the erection, in 1863, of Alumni Hall, a building which cost, at the cheap rates ruling when the contract was made, about \$10,000, and was designed partly to hold the library of the college and partly to give better accommodation for public lectures and the exercises of commencement. The funds were raised by the alumni of the college, the chief contributor and promoter being Thomas Kimber, jr., of the class of 1842. Moreover, a fund of \$10,000 was raised as an endowment of the library, and thus assured a constant, if moderate, supply of books. The number of books at the time of their transfer to this building was only 3,000. Since then there has been a steady addition—including the gift of the three society libraries—until the number has reached about 25,000 bound volumes, with many valuable manuscripts and a host of pamphlets. The most important accession was the purchase, in the spring of 1890, of the oriental and miscellaneous library of the late Professor Baur, of Leipzig, funds for the purpose being raised by Prof. J. Rendel Harris.

^a Minutes of the committee, 6 mo., 6th, 1862: 10 mo., 2d, 1863.

^b In the catalogues he is so styled, but the minutes of the committee speak of the "principal" until June 3, 1864, when the title is formally changed to "president."

The purchase included some 7,000 bound volumes and nearly as many pamphlets. The students are allowed free access to the books upon the shelves.

For two years (1862-1864) the discipline of the college was conducted upon milder principles, and the number of students increased. In 1864, however, it was deemed best to add in some degree to the supervision and restriction of the students. The president was relieved entirely from all direct care of this sort as well as from the details of business. A superintendent was engaged to manage these two departments; he was to govern the students, look after college property, and keep the accounts.^a The finances of the college were in fair condition, but the rise in cost of provisions—it was 1864—made it necessary to fix the price of board and tuition at \$350. A new department, “comparative zoology and botany,” was created, and was assigned to Edward D. Cope, A. M., afterwards honorary doctor of philosophy of the University of Heidelberg, and a well-known naturalist. Clement L. Smith, A. M., a graduate of Haverford and of Harvard,^b was assistant professor of classics and mathematics. The outlook was excellent for a prosperous future, but there were breakers ahead. The regulations of a boarding school and the aims and spirit of a college could be kept in harmonious operation only by most delicate management, and this was not forthcoming. Serious offenses against the discipline marked the winter of 1864-65, and reduced the number of students for the new year (1865-66) to 37, one class losing half of its members. But a better state of things succeeded this disciplinary crisis. A new superintendent was appointed in the middle of the college year (1865-66) and the number of students rose. Still it must be admitted that the prosperity of the institution was checked to a considerable extent by this clash of college spirit and school restraints. The credit of working out a solution for the great problem of a family college belongs chiefly to the present president, Isaac Sharpless, LL. D. Rules have been largely abolished; a student is brought into line with the generous aims of the college as a whole and with the healthy tone of the college community. But to reach this fortunate state of things there was a long journey to make, and there were not a few accidents by the way.

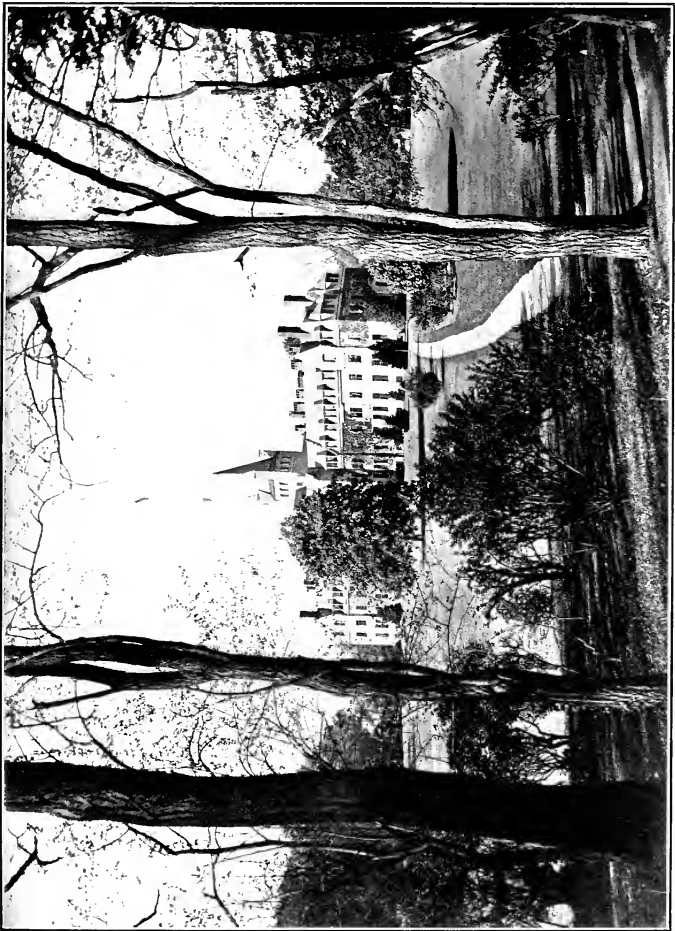
Meanwhile important changes were made in the course of study. Annual examinations were substituted^c for the old “biennials.” Modern languages were admitted to a place in the curriculum,^d and Anglo-Saxon was set as a required study of the sophomore year. In 1867-68 the price of board and tuition was raised to \$375; in 1870-71 to \$425, and in 1884 to \$500. In 1888 arrangements were made by which, while the general price remained \$500, students occupying certain rooms could have this figure reduced to \$375. Graduate students—formerly unknown at the college—pay at present \$300 per

^a Minutes Com. on Instr. 6mo. 14th, 1864.

^b Now dean of Harvard College.

^c In 1868.

^d 1865-66.



HVERFORD COLLEGE—NEW BUILDING.

annum for board and tuition. From the reopening of the college in 1848 a certain number of young men, who must be members of the Society of Friends and have the intention of becoming teachers, were regularly admitted without charge. With the establishment of full and partial scholarships, the number of assisted students was increased, and at the same time the conditions of assistance just named ceased to be absolute.

In 1870^a a remarkable resolution was offered by the faculty to the managers, advocating the admission of "female students" to Haverford College, "should a way open therefor," and laying down a definite plan of coeducation. The recommendation was not heeded by the board.

In 1871 a crisis occurred in the management of the institution. Owing to troubles connected with the discipline, it was deemed best to give up the system of government by a committee of the board of managers. The change was not merely one of method, but amounted almost to a revolution, leaving little of the former organization of discipline. Three members of the faculty—Samuel J. Gummere, Thomas Chase, and John H. Dillingham—formed a sort of partnership and assumed the sole responsibility of managing not only the discipline and instruction, but also the entire business of the college. They had a pecuniary interest in the result, could use the income of the endowment fund, and if the "profits" should exceed a certain figure were to divide the surplus with the corporation. In other words, they took the college on a nominal lease and managed it to the best of their ability, unhampered, save in certain fundamental matters, by any dependence on the board of managers. The latter body transacted its business with the faculty through an executive committee of five. This partnership lasted only a few years, but it served to centralize the authority of college government and made a good basis for the subsequent organization. The lease remained intact for three years,^b being broken in October, 1874, by the death of Samuel J. Gummere, president of the college. It was continued for a while by Thomas Chase, as president, and Samuel Alsop, jr., the latter entering the college as superintendent in 1875, but the arrangement was terminated by agreement with the board August 1, 1878.

Upon his acceptance of office in 1875 the new president made certain recommendations to the friends of the college. The equipment was far behind the actual position of the college. The three lower classes were gathered for study in a large room, after the fashion of a boarding school, and there was little or no opportunity for private study. The senior class had its special room, but all study was gregarious. In response to the president's appeal, friends of the college

^a Minutes of faculty meetings [MS.], 5 mo. 23d, 1870.

^b At the end of the second year the Report of the Managers calls the plan "entirely satisfactory," and reports for the first year an actual profit accruing to the corporation, \$212.08.

raised funds for the erection of a handsome dormitory—Barelay Hall. It is built of granite, stands on an admirable site, contains private sleeping rooms and study rooms to accommodate over 80 students, and is fitted in the most approved fashion. The cost of the building proper, completed in 1877, was about \$82,000.

While the college was taking this necessary step to increase its material resources it did away with the fiction of a stock corporation. In 1875 the court of common pleas of Delaware County, Pa., allowed the Haverford School Association to change its name to The Corporation of Haverford College, and permission was granted the said corporation to hold real and personal estate to the clear annual value of \$50,000. Evidently another change was needed, and in 1878, after a great deal of difficulty, the managers obtained the unanimous consent of the members of the corporation to have the following amendments to the charter approved by the court:

I. The representation and ownership of the property and franchises of The Corporation of Haverford College, by means of a capital stock divided into shares, is hereby terminated, but each of the present shareholders shall remain a member of the corporation.

II. The corporation shall have power to enact by-laws providing for the election of new members and prescribing their qualifications.^a

Changes were made in the course of study. This had been uniform; but as early as 1872 a "scientific course" is recognized in the catalogue. In 1875 the catalogue outlines separate courses of study for the classical and the scientific students, and gives a list of electives for the junior and senior years of the classical course. In 1884 a department of engineering was added, and a machine shop was established with fair equipment for the work. A large addition to this shop has just been built. In 1878 the chemical laboratory was entirely rebuilt, and equipped with the latest appliances. A new observatory, communicating with the old one, was built in 1883, and was provided with an excellent telescope made by Alvan Clark. In 1886 a biological laboratory was fitted out, and a physical laboratory in 1888. Meanwhile the elective system had been greatly extended. In 1880 the classical juniors had fourteen hours of regular work; to this they added two hours of elective work chosen from five courses—two in mathematics, and one each in chemistry, French, and Hebrew. The classical seniors, in addition to eleven hours' regular work, chose three hours from courses in mechanics, astronomy, physics, classical philology, psychology, German, French, Hebrew, and calculus. Of course all this involved additions to the faculty.

The increase in the pecuniary resources of the college did not keep pace with its needs. Repeated but fruitless efforts were made to increase the general endowment fund. However, other gifts came, though slowly. Isaiah V. Williamson, of Philadelphia, gave in 1876, and again in 1883, funds which amounted altogether to over \$20,000.

^a Cf. Report of Managers, 1878, p. 13.

This money is used for scholarships. The heirs of John Farnum gave about \$26,000, which was invested, and the income was applied toward the salary of the John Farnum Professor of Chemistry. Edward L. Scull, of the class of 1864, left by will in 1885 a fund of \$10,000, the income of which is used for the purchase of books and similar purposes. In the same year was founded a fund from the legacy of David Scull, which amounted to \$34,000. The income of this fund helps to pay the salary of the David Scull Professor of Biology. By the will of Jacob P. Jones, a scholarship fund of \$5,000 was founded in memory of his son, Richard T. Jones, of the class of 1863. It may be mentioned that the same testator made The Corporation of Haverford College residuary legatee to his entire estate, which is expected at some time to increase the college funds by over half a million dollars. At present^a the invested funds of the corporations amount to \$211,363.96; but this figure by no means represents the resources of the college. Gifts for special purposes and in large amounts are made annually by generous but anonymous friends. Buildings are thus erected, improvements are made in the property, and extraordinary purchases, like the Baur Library, are rendered possible. In this way, under the administration of President Sharpless, Chase Hall was erected, in 1888, for the sole purpose of furnishing better class rooms. It is a compact and convenient building, admirably adapted to its mission. The most remarkable evidence of the faith which friends of Haverford have felt in the work of the college is furnished by the repeated occasions on which they have paid off accumulated debt. There can be no better test of devotion. The Alumni Association has been a source of strength to the college. It holds its annual meeting with a formal oration from one of its members on the day before commencement; and in the course of the winter, according to a custom now fairly established although of recent origin, its members convene in Philadelphia for a public dinner.

In 1883 was celebrated the fiftieth anniversary of the founding of Haverford School.^b Though hampered by lack of funds, the institution was able to give a good account of itself. It had from the beginning maintained a high standard of tuition and scholarship, and though its production had been limited it could lay claim to honest workmanship. From the actual doing away of the preparatory department in 1861 to the close of the year 1881-82—twenty-one years in all—there had been 1,102 students in attendance, or a yearly average of about 52, and 217 graduates, a yearly average of 10. The catalogue of 1883-84 showed a faculty of 12 members, 1 resident graduate, and 79 undergraduates.

In 1886 President Thomas Chase resigned his office on account of ill health. For thirty years he had been a member of the faculty and

^a Report of Managers, 1889, p. 27.

^b A special pamphlet has been published, containing the oration, poem, letters, speeches, and general proceedings of the day.

had done more than anyone else to raise the standard of the college. His brother, Pliny E. Chase, LL. D., who had been acting instead of the president during the absence of the latter abroad, died in December, 1886, and it became necessary to elect a new president. The happy choice of the board fell upon Isaac Sharpless, Sc. D., since made LL. D. by Swarthmore College, a graduate of Harvard University, from 1875 professor of mathematics and astronomy at Haverford College, and since 1884 dean of the faculty. He had been the moving spirit in that gradual change of the discipline which put it on its present admirable basis. He was publicly inaugurated May 19, 1887, and his address on the occasion has been printed by the college authorities. He began an energetic advance in all departments of the college. Additions were made to the faculty, which for 1888-89 numbered 17 members. These additional facilities of instruction encouraged graduates of Haverford to remain at the college for purposes of advanced work; and this movement was further stimulated by the establishment of 4 graduate fellowships, 1 for each of the leading Friends' colleges—Haverford, Earlham, Penn, and Wilmington. It is believed that the presence of such advanced students stimulates rather than retards undergraduate work. In 1889-90 there were 16 of these graduates at the college, and for the first time in its history more than 100 students were in attendance; the exact number was 111.

Still another sign of progress is the attempt to give public evidence that the members of the faculty are alive to the claims of scholarship and private research. "The Haverford College Studies" is a periodical issued about three times in the college year, containing original articles by members of the faculty. The fourth number of the "Studies" is now in the press.

If one were asked to state the peculiar or differentiating principle of Haverford education, one would best name its care to develop the individual student. The limited number of students allows each to retain his own individuality in the eyes of the faculty. Effort is made to give him a sound body, to afford him every opportunity and stimulus to intellectual growth, and, by bringing home to him his responsibility as a member of the college community, to make moral restraint as far as possible his own work.

NOTE.—Since 1890, when the above was written, the productive endowment of the college has risen to \$1,000,000. Unsold land, within the city limits of Philadelphia, and apart from the college property, amounts to at least \$500,000. The total value of the college property is about \$2,000,000. The library now numbers 40,000 bound volumes. An addition to the library building, costing \$20,000, a new dormitory at \$16,000, a gymnasium at \$50,000, and an auditorium at \$50,000, are recent additions. Six new houses for professors have been built. There are 125 students, and the faculty has 20 members.—F. B. G.

X.

HOLY GHOST COLLEGE, PITTSBURG, PA.

Holy Ghost College was opened in September, 1878, and was incorporated in June, 1882, under the title of "The Pittsburg Catholic College of the Holy Ghost," with power to confer the usual college and university degrees. It is conducted by the Fathers of the Society of the Holy Ghost. The college was first located on Wylie avenue, but in 1884, the Fathers, encouraged by the growing patronage given to their work, erected, on Boyd's Hill, at a very large expense and in the best modern style, a new edifice capable of accommodating several hundred students. It was dedicated to its purpose in April, 1885.

This massive and costly structure, fully equipped with all that is required for educational pursuits, may be regarded as a guarantee of the earnestness with which the Fathers of the Holy Ghost have taken up the cause of Catholic higher education in Pittsburg and Allegheny and the surrounding districts. Excellent results, as attested by the prominent positions attained by many of their pupils, have attended their efforts so far. The Fathers are determined to spare neither pains nor expense to keep their college abreast of the times; and, while harmonizing it with local wants and desires, they propose to make it a center of mental and moral culture. In keeping before them this ideal, the college authorities are aware that they have a twofold class of students to deal with in Pittsburg and the surrounding districts. There are, first, those whose parents can not afford to allow them the time and expenditure necessary for acquiring a complete education. They require those branches of instruction that may fit them for taking part in the practical business pursuits of life. To such the college offers the readiest and most practical means for attaining their end. The commercial course, which has hitherto worked so successfully, has been supplemented by an actual business course, where theory and practice go hand in hand. But, while doing everything within its power to help on those who are precluded by circumstances from obtaining a full education, the college dare not deceive parents by any such delusive assertion as that a boy can be educated, in any true sense of the term, in a brief time and with slight labor. Education means the drawing out and development of the three great faculties of the soul—the intellect, the memory, and the will. It means the training of the youthful intellect to reflection and logical conclusions, the storing the youthful memory with momentous facts and principles, and

the strengthening and directing the youthful will by sound moral precepts and influence. Such a work necessarily requires for its completion a certain amount of time, and a well-ordered system of mental and moral discipline. The higher education, at least in its intellectual part, non-Catholics possess in abundance, whether through private endowment or State aid, all over the country. Different Catholic institutions are making great sacrifices to bring it within the reach of our own people, knowing that "knowledge is power," and that it is only by the increased spread of sound education our Catholic people will be able to take their divinely allotted part in the destinies of our country. What has been done elsewhere long since, with much success, the Catholic College of the Holy Ghost proposes to do in Pittsburg and Allegheny. It is resolved to maintain always in a high standing, and to offer to those who desire to avail themselves of it, a full, liberal college education. This full college course is meant, first, for those who are preparing themselves for priesthood in the diocese or other missions. Nothing is left undone to fit such for their exalted calling. It is meant, secondly, for those who intend to pursue, afterwards, one of the learned professions, such as medicine or law. The full college course, is meant, thirdly, for those who, though not intending to pursue any of the learned professions, still desire to have their minds so trained and cultivated by the discipline of higher studies that they may be fit to enter upon and pursue with success any career that may be allotted to them. The following the full college course will not preclude a student from taking up those special branches which may be useful to him afterwards. It is even intended that all the classical students shall go through a course of bookkeeping, as the proper keeping of accounts is of great practical importance for every man.

Accordingly, all parents who can afford to leave their children at school a sufficiently long time, are earnestly exhorted to inscribe them for a full curriculum. Thus alone will the expense incurred in the education of their children give permanent satisfaction and usefulness.

To sum up what has been said: Holy Ghost College supplies, on the one hand, a wide curriculum of liberal studies, and on the other a course of studies restricted to the practical requirements of commercial pursuits. This latter or commercial course gives to Catholic students all the real advantages of so-called business and mercantile colleges.

DEPARTMENTS OF STUDY.

There are three distinct departments of study, viz:

I. GRAMMAR DEPARTMENT.

This department is intended for younger boys between the ages of 10 and 14. The studies include reading, writing, arithmetic, gram-

nar, orthography, Bible history, the outlines of geography, Christian doctrine, music, and drawing. Special care is taken of this department, as it forms the foundation of all others. Before being admitted to it, a boy must pass a satisfactory examination in the usual elementary branches.

II. THE CLASSICAL AND SCIENTIFIC DEPARTMENT.

This department is subdivided into (a) the academic department and (b) the collegiate department.

(A) THE ACADEMIC DEPARTMENT.

1. The studies of this department correspond to those usually pursued in high schools or academies, and are spread over a three years' course. Candidates for admission to the first year or third academic must give satisfactory proof that they have mastered such elementary subjects as are laid down farther on in the programme of the first grammar class.

Studies.—(1) English grammar, composition, and literature; (2) history and geography; (3) arithmetic, algebra, and geometry; (4) Latin and Greek; (5) penmanship; (6) elocution; (7) elementary science, to include zoology and botany; (8) Christian doctrine; (9) German and French; (10) music, vocal and instrumental; (11) drawing.

(b) THE COLLEGIATE DEPARTMENT.

The collegiate department is divided into four classes or years, called, respectively, freshman, sophomore, junior, and senior.

The studies are the same as those pursued in the best colleges, and embrace higher studies in: (1) English language, literature, and history; (2) mathematics—pure and applied; (3) science—geology, chemistry, physics, and astronomy; (4) Latin and Greek; (5) logic, ethics, and metaphysics; (6) history and political economy; (7) commercial science; (8) German, French, and Italian; (9) music—vocal and instrumental; (10) history and evidences of religion.

The studies of this department lead up to the degrees of B. A. and B. Sc. The latter degree is given to those who take advanced science instead of classics. Some of these studies are elective.

III. COMMERCIAL AND BUSINESS DEPARTMENT.

In this department there are two courses—(a) the junior and theoretical course, and (b) the senior and actual business course.

(a) JUNIOR AND THEORETICAL COURSE.

This course is divided into three classes, and includes the study of: (1) Bookkeeping; (2) arithmetic, algebra, and geometry; (3) commercial correspondence and business forms; (4) United States history

and geography; (5) penmanship; (6) English grammar and composition; (7) Christian doctrine; (8) German and French; (9) music—vocal and instrumental; (10) shorthand and typewriting; (11) drawing; (12) elementary science.

The study of some of these subjects is elective.

(b) THE SENIOR AND ACTUAL BUSINESS COURSE.

This course is intended for those who have completed the theoretical course, and for such other young men as desire a rapid, yet complete, training for business. It represents an entire business community, with its bank, railroad office, post-office, insurance office, etc. Students of this department are supplied with a cash capital of college currency and a stock of merchandise. Therewith they proceed to transact actual business. It is believed that in this way, under the direction of an experienced instructor, they will receive a most thorough training in the more difficult transactions in general mercantile business, commission, forwarding, stock companies, banking, etc. The studies are:

(a) *Required studies*.—(1) Bookkeeping—theoretical and practical in all its departments; (2) practical instruction in English composition; (3) arithmetic; (4) commercial law; (5) penmanship; (6) commercial correspondence and business forms; (7) religion; (8) elocution.

(b) *Elective studies*.—Mathematics; (2) science; (3) German and French; (4) English literature; (5) history; (6) shorthand and typewriting; (7) political economy.

FACULTY AND OFFICERS.

Rev. John T. Murphy, C. S. Sp., president, professor of oratory.

Rev. Martin A. Hehir, C. S. Sp., vice-president, director of scholastics; prefect of studies; professor of classics, English, and French.

Rev. John Griffin, C. S. Sp., treasurer, director of music.

Rev. P. A. McDermott, C. S. Sp., professor of philosophy and English.

Rev. George Lee, C. S. Sp., professor of classics, English, and French.

Rev. Henry J. McDermott, C. S. Sp., prefect of discipline; professor of classics and English.

Rev. Michael Ward, C. S. Sp., professor of mathematics, science, and French.

Rev. Daniel Kirby, C. S. Sp., professor of classics, English, and French.

Mr. Francis Danner, C. S. Sp., professor of mathematics and science.

Mr. Henry J. Goebel, C. S. Sp., professor of bookkeeping, English, and German.

Mr. Albert B. Mahler, C. S. Sp., professor of classics and English.

Mr. Joseph P. Danner, C. S. Sp., professor of bookkeeping, mathematics, and German.

Mr. Michael S. Retka, C. S. Sp., professor of grammar class, penmanship, and drawing.

Mr. Adolph A. Beck, C. S. Sp., professor of mathematics, science, and German.

Mr. John J. Laux, C. S. Sp., professor of classics, English, and German.

Mr. James B. Topham, professor of business course.

[In 1902 the president was Rev. Martin A. Hehir, C. S. Sp., professor of Greek and French, and Rev. John Griffin, C. S. Sp., treasurer.]

XI.

LAFAYETTE COLLEGE.^a

By Prof. WILLIAM B. OWEN.

The early history of Lafayette College, though within the memory of many persons yet living, seems already to her younger sons to belong to the olden times. We must go back more than seventy years to find the humble beginnings of what we now see. Easton was then a thriving town of about 2,500 inhabitants, and was quite remarkable in at least two respects. The marvelous beauty of its situation and surroundings and the culture and literary taste that characterized its society. Its clergy were conspicuous for scholarly attainments. The bar was known all over the State for the learning and ability of its members, and in its business circles were several men who added scholarly pursuits to other labors. The ladies also shared in its intellectual life, three of them having found places in the collections of American poetry. Easton was also the home of many persons distinguished in public life, such as George Taylor, one of the signers of the Declaration of Independence; George Wolf, governor of Pennsylvania; Samuel Sitgreaves, commissioner to Great Britain under President Adams; James M. Porter, Secretary of War under President Tyler, Gov. A. H. Reeder, Richard Brodhead, of the United States Senate, and the Hon. Joel Jones, afterwards mayor of Philadelphia. The intercourse of such men and women was the expression of their intellectual life and taste, as well as of their social instinct, and it seems natural that the thought should arise in their minds of making Easton a seat of learning by founding an institution for the higher education.

^aThis account of Lafayette College is mainly condensed from the Historical Sketches which Professor Owen wrote in 1876, at the request of the Bureau of Education. In preparing that pamphlet he had access to the minutes of the board of trustees and of the faculty and to the annual catalogues, reports, addresses, etc., the best collection of which is now in the possession of Prof. Selden J. Coffin. Among the memorial addresses not in that collection special mention should be made of Dr. John Gray's famous sermon delivered in 1858, on the occasion of the death of Col. Thomas McKeen, a copy of which was sent by Colonel McKeen's nephew in Philadelphia. The Biography of President Junkin, by his brother, David X. Junkin, D. D., is a source of much valuable information. Other articles on the college have appeared more recently, notably that in the College Book, published by Houghton, Osgood & Co., Boston, in 1878, and that in the chapter on education in Rev. Uzal W. Condit's lately published History of Easton.

FIRST STEPS.

The first organized movement to establish a college was a meeting held on the evening of December 27, 1824, at White's Hotel, in the northeast corner of the public square, at which Col. Thomas McKeen presided. After full discussion it was unanimously voted "that it is expedient to establish at this place an institution of learning in which the dead languages and the various branches of education and science usually taught in colleges, together with the French and German languages, civil and military engineering, and military tactics, shall be taught."

Gen. Lafayette had landed in New York City on the 16th of August previous on his last visit to the country he so nobly served. His progress throughout the land was marked by one continued ovation, and these citizens of Pennsylvania, not unmindful of the wounds he had received on her soil, resolved "that as a testimony of respect for the talents, virtues, and signal service of General Lafayette in the great cause of freedom the said institution be named Lafayette College." It was further resolved "that James M. Porter, Joel Jones, and Jacob Wagner be a committee to draft a memorial to the legislature for a charter of incorporation and for legislative aid."

THE VIEWS OF THE FOUNDERS.

These gentlemen accordingly prepared a memorial to the legislature in which they briefly set forth the history of the movement and stated their plans more at length. It was not their design that the factual parts of a military education should curtail the usual course of college studies, but, on the contrary, by thus providing judicious and healthful modes of spending leisure they hoped to increase the efficiency of the literary departments. The original scheme also contemplated a preparation for college, the whole course to occupy seven years. In reference to the department of language and literature, their words are so suggestive as containing the prophecy if not the germ of the present course in English studies that the following sentences possess a peculiar interest:

"An addition will be made to the language course usually adopted. In this branch students commonly limit their attention to the dead languages. This is to be regretted. The living languages certainly have some claims to attention which the dead have not. Particularly is it to be regretted that after acquiring the Latin the Romanic dialects of modern Europe should not receive the small portion of time which is necessary to acquire them.

"But the language most neglected in our seminaries of learning is the English. It is, we think, one of the follies of the learned to expend time and toil and money in the minute investigation of the languages of other times and other people at the expense of omitting

the equally curious and more useful investigation of their own. The Anglo-Saxon, the German, the Danish, the Swedish, etc., ought long since to have been made a part of the education of our youth. Lest we should be thought to prescribe a course impracticable within a reasonable time, we will add that the period usually allotted to the Latin and Greek merely would be, under a proper method of instruction, amply sufficient for the acquirement of all we have mentioned."

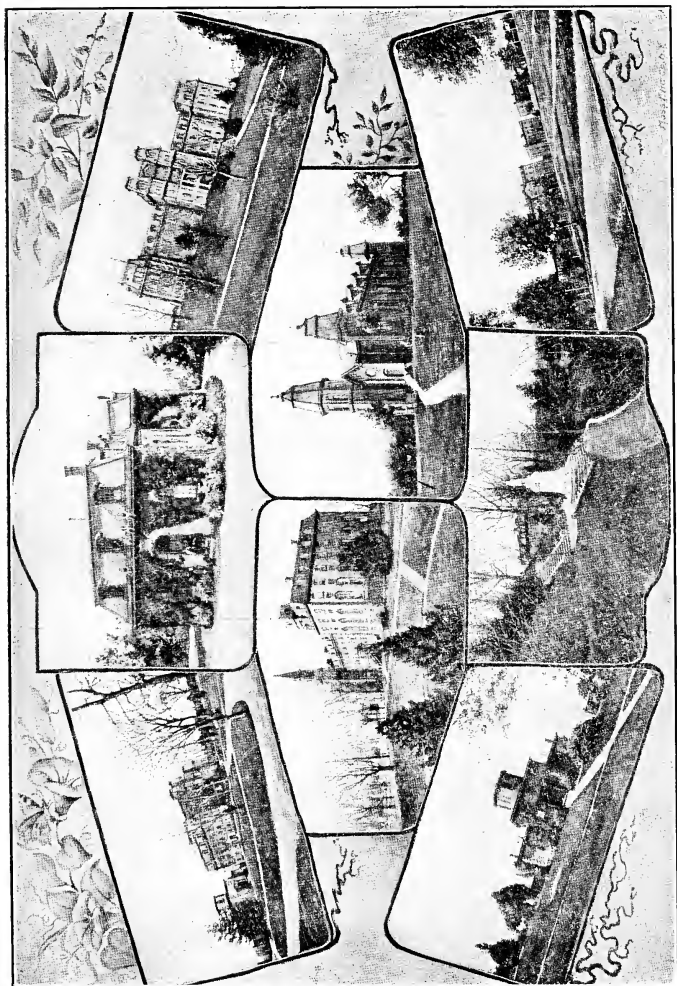
At that time the only chartered colleges in Pennsylvania, east of the Alleghenies, were the University of Pennsylvania at Philadelphia, and Dickinson College at Carlisle. The latter had been compelled by financial embarrassment to close its doors. The former, by reason of the great temptations of the city, as well as the greater cost of living, was objectionable to remote rural sections; and it was felt to be a serious hindrance to the cause of liberal education that young men must be sent to the distant colleges of other States. Ease of access from those parts of the State which the college was originally designed to benefit, the abundance and cheapness of the means of living, together with the healthfulness of the situation and its excellence as a field for botanical and mineralogical research, were the main points favorable to the location at Easton.

Sixty years of change and growth have abundantly proved the wisdom of this choice. Lafayette now receives students from all over the Union, instead of from a limited portion of Pennsylvania; but the location could not be changed for the better, even in view of this wider sphere of patronage. Easton is situated at the confluence of the Delaware and Lehigh rivers, toward the northern terminus of the Cumberland Valley, in a region so fertile and beautiful, so rich and productive in varied resources that it may well be called the garden of the Atlantic slope. It has become an important point on the great highways of travel between New York and the West and Northwest. Instead of the two days' journey by stage to New York, as when the college was chartered, there are now three different lines of railway between the two cities, giving frequent and rapid service. Communication with Philadelphia is equally easy; so that for ease of access from every part of the country the place is all that can be desired.

The Lehigh, in its upper course, winds its way among hills stored full of coal, iron, and slate, and the more recent development of these resources has made the city an industrial center, presenting rare facilities for the pursuit of the technical and practical branches which are now embraced in the course of study at the college.

THE CHARTER.

The committee met with some opposition, but the legislature granted the charter March 9, 1826. It vested 35 persons therein named with the usual powers of a college and authorized them to fill vacancies in



THE COLLEGE BUILDINGS GROUPED—LAFAYETTE COLLEGE.

their board by election. It provided "that there shall be forever maintained in the said college a professorship of the German language, and, in addition to the usual course of collegiate studies, there shall be taught in and at the same institution military science and tactics and civil and military engineering."

ORGANIZATION AND EARLY EFFORTS OF THE BOARD.

The board of trustees met for organization, as directed in the charter, May 15, 1826. James M. Porter was elected president, a position he held for twenty-five years; Joel Jones, secretary, and Thomas McKeen, treasurer. A committee was also appointed to prepare and publish an exposition of the plan and purposes of the institution and to take measures to secure a president and faculty for the new college. Their success, however, was far from encouraging. The legislature had not voted them the desired aid, the region was comparatively new, and the people upon whom they mainly depended for contributions were busy working up its material resources. But the trustees were hopeful, even under continued discouragement, and predicted that Lafayette College "should ultimately be inferior to none in our country." They dwelt with enthusiasm upon its prospects and the advantages of the situation; "the surrounding country, so populous, picturesque, fertile, and salubrious; so rich in mineral and botanical productions; the necessaries of life so abundant and cheap."

DR. GEORGE JUNKIN.

It was not until January, 1832, that the name of the Rev. George Junkin, A. M., came before the committee "as a gentleman eminently qualified to take charge of the institution." Mr. Junkin was deeply interested in the education of pious young men of slender means, and for that purpose had established a manual-labor school at Germantown and gathered about him a considerable number of pupils. The trustees invited him to come to Easton and examine the charter of the college, its location, and prospects, and on the 6th of February, 1832, appointed him president. The charter was so amended as to do away with the military feature and give him an opportunity to try his plan of manual labor.

The trustees then leased for two years for the purposes of the college a farm, consisting of about 60 acres of land and the ordinary farm buildings, situated south of the Lehigh River directly opposite the borough. In March President Junkin came to Easton and began the work of fitting up the premises, and the regular exercises of the college began May 9, 1832. The session opened with 43 students, but the number soon increased, and there were in all 67 in attendance during the first college year at Lafayette.

THE PERMANENT SITE.

The efforts of the trustees were next directed toward securing a permanent site. After a careful examination of all the locations suggested they made a purchase of 9 acres of land on the brow of the hill north of the borough (a part of the present site) for \$1,400. A better selection certainly could not have been made. In a region abounding in most charming views, "the Switzerland of America," as it is called, that one point which, if possible, surpasses all the rest in the loveliness of its outlook was chosen to be the site of the infant college. All the variety of the varied and picturesque scenery which has made the "Forks of the Delaware" celebrated far and wide lies before this little mount and can be taken in with a single sweep of the eye. At its foot the Bushkill winds; on the south and west, the Lehigh, whose course may be traced by the steam of locomotives, and the smoke of the furnaces that line its banks; on the east, the Delaware, sweeping its broader current southward; across the city, 7 miles away, are the Musconetcong hills, stretching off eastward into New Jersey as far as the eye can see. On the north half a mile away is Chestnut Hill and Paxinosa, from whose top one facing northward may overlook a broad and beautiful valley bounded by the Blue Mountains, the even line of whose summit is broken in three places—just in front of the beholder the "Wind Gap," 12 miles away in a direct line; on the right hand, "Delaware Water Gap," 20 miles away; on the left hand, "Lehigh Gap," 25 miles away. On every side nature has spread her charms with a lavish hand, and art vies with nature to heighten the impressive beauty of the scene.

THE COLLEGE EDIFICE.

Preparations were at once made for the erection of a suitable building on the new site. It was urged on as rapidly as possible during the summer of 1833, and was so far completed as to be ready for occupancy in May of the following year. The structure (now the central part of South College and one of the most substantial edifices on the hill) was 112 by 44 feet, with a recess of 17 by 49 feet. The basement and first and second stories are of limestone, rough laid, and the third and fourth stories of brick, the whole finished in rough cast. There were 6 recitation rooms, a chapel, refectory hall, steward's rooms, apartments for the president and other officers of the college, and about 50 rooms for the students. The building had an old-fashioned "hip roof," covered with slate and surmounted by a simple open dome 14 feet in diameter. Although finished in a style of severe plainness, the building was the pride of the town. At its completion it was brilliantly illuminated by the students, who made the day one of great festivity and rejoicing.

INAUGURATION OF THE PRESIDENT AND FACULTY.

And now, May 1, 1834, the president and faculty were formally inaugurated in the college hall.

The following composed the faculty: The Rev. George Junkin, A. M., president and professor of mental and moral philosophy, logic, rhetoric, and evidences of Christianity; Charles F. McCay, A. B., professor of mathematics and natural philosophy; James I. Kuhn, A. B., professor of the Latin and Greek languages; Samuel D. Gross, M. D., professor of chemistry, mineralogy, and botany.

Dr. Junkin's associates were men of more than usual ability, and the work they did helped to draw together a good class of students. The Hon. N. B. Smithers, of Delaware, was among the first graduates, and of his fellow-students there were Governor Ramsey, of Minnesota; Dr. Grier, editor of the Presbyterian; the Hon. James Morrison Harris, of Baltimore, and his distinguished townsman, John W. Garrett, president of the Baltimore and Ohio Railroad, besides a goodly number who became eminent in the ministry.

THE EARLY FEATURES OF THE COLLEGE.

The trustees entered heartily into President Junkin's views with reference to the manual-labor system and spoke in the warmest terms of a scheme which promised such large results, not only in bodily health and the saving of money, but in promoting mental activity and the development of manly independence of character. A thorough trial was made of it, and work, both agricultural and mechanical, was carried on for several years, but the authorities were obliged at last to admit its failure as a part of the college scheme, and it was abandoned in 1839. Another feature of the original plan, containing the germ of our present system of State normal schools, was the preparation of teachers. The trustees established as a part of the curriculum of the college a "teachers' course," designing to issue special diplomas to such students as might graduate in it; and they further erected a building (now West College) to serve as a "model school" in which the art of governing and of communicating knowledge might be taught. It was found upon trial that the number of young men who looked forward to teaching as a profession and could devote themselves uninterruptedly to the necessary training was not large enough to warrant the continuance of this department. In addition to the usual college curriculum liberal attention was given to the modern languages. Prof. F. A. Rauch, Ph. D., afterwards president of Marshall College, worked in this department, and the students read a good deal of French, Italian, Spanish, and German.

A law school was also contemplated, and as early as 1841, and for several years thereafter, the name of the Hon. James M. Porter appears

in the catalogues as "professor of jurisprudence." In the enumeration of students also, several are set down from year to year as "law students."

The moral and religious training of the students was a subject upon which the founders of the college felt deeply, and to which they made frequent reference in their published reports. The Bible was carefully studied, and punctual attendance at morning and evening prayers and at divine service upon the Lord's Day was required of all the students. Morning prayers were at 5 o'clock, winter and summer, and upon the Sabbath these early devotions were immediately followed by a Bible class. "This exercise," says the Fifth Annual Report, "generally occupies an hour. It is exegetical, didactic, polemic, and practical."

The government of the college was administered on the principle of strict and systematic vigilance. Dr. Junkin encouraged the formation of students' courts for the trial of misdemeanors, but there was keen oversight and the strong arm of government. He was a man kindly but severe—authoritative, and with a wonderful force of personal presence. From his private apartment one door opened into the refectory, where all the students ate "under the eye of one or two professors," and which was rightly considered one of the most difficult departments to govern; another door led to the prayer hall. The residence of the other members of the faculty was also managed with a view to "facility of access," and arrangements were made for frequent visits to the rooms of students in order, as the early catalogues say, "to keep up a perpetual vigilance over the whole." Under this system of strict supervision, and perhaps by reason of it, there grew up some peculiar shades of student life unknown to us nowadays except through vague traditions.

But, withal, this severe surveillance had a tender side. It assumed a certain waywardness of the young men, but its aim was to provide healthful moral restraints; and it was true then of the college, as it has been for the most part throughout its history, that the high moral and religious tone was such as to commend it warmly to public confidence as a place where young men might safely spend the most decisive period of life. One of the early catalogues, referring to the "evidence of a good moral atmosphere" in the fact that no case of discipline had occurred at Lafayette during the year, adds, with pardonable enthusiasm, "Blessed is that college whose laws are lost sight of by becoming incarnate in the heart of all its members."

PRESIDENT JUNKIN'S ADMINISTRATION.

Dr. Junkin resigned the presidency in 1841 to accept the presidency of Miami University, Ohio. He was, however, recalled in 1844 and remained at the head of the college until 1848, when he again resigned, and assumed the presidency of Washington College, Vir-

ginia. Even this brief history would be incomplete without a grateful mention of his laborious and self-denying efforts for the college during the thirteen years he was president. Few ever toiled with more enthusiasm and at times with greater discouragements to accomplish a cherished object.

There was no endowment. The State could not be induced to help the college on general grounds, and the help that came from other sources was very inadequate. The first published list of contributions to the funds foots up to \$5,103. The largest contribution is \$500, there are several of 50 cents, and 70 are below \$5. Dr. Junkin spent all the money he had or could raise on the college. Fortunately, several men prominent in the Presbyterian Church appreciated the importance of Lafayette as a training school for the ministry and gave Dr. Junkin substantial encouragement. Dr. Archibald Alexander and Dr. John Breckenridge were especially earnest in the matter. Dr. Alexander, at a desperate juncture, when the friends of the college were actually discussing the abandonment of the work, referring to the college at Princeton, of which he was trustee, said:

There is no danger of injurious competition, but probable benefit, from the kind of rivalry which may spring up. I should be very sorry to see the ground at Easton abandoned and the labor lost. It must not be.

Aid for that particular emergency was obtained from New York and Philadelphia, Mr. James Lenox, of New York, being one of the largest givers.

PRESIDENT JUNKIN'S ASSOCIATES.

Among the eminent scholars associated with Dr. Junkin in the faculty at Lafayette, besides those already mentioned, were Dr. Traill Green, elected professor of chemistry in 1837; the Rev. James C. Moffat, D. D., afterwards professor at the College of New Jersey, and then in the Theological Seminary at Princeton; the Rev. William Henry Green, D. D., LL. D., a graduate of Lafayette (class of 1840), and later president and professor of Hebrew and Oriental literature in the Theological Seminary at Princeton; the Rev. Robert Cunningham, of Scotland; the Rev. David X. Junkin, D. D.; Washington McCartney, LL. D., "mathematician, metaphysician, and jurist unsurpassed."

STRUGGLES OF THE MIDDLE PERIOD.

Dr. John W. Yeomans was president while Dr. Junkin was at Miami University (1841-1844) and after Dr. Junkin's final resignation. Three short administrations bring us down to the year 1863—Dr. C. W. Nassau (1848-49), Dr. Daniel V. McLean (1851-1857), and Dr. George Wilson McPhail (1858-1863). The early part of this period was a time of transition, and therefore of more importance than would appear in the mere outward history. The college was freeing itself one by one

from the experiments of its origin and settling more and more into tried collegiate ways, giving the usual curriculum of Latin, Greek, mathematics, and philosophy. It was conspicuous mainly for plain living and thorough work, sending out its little quota each year to the learned professions. About half of its graduates entered the ministry.

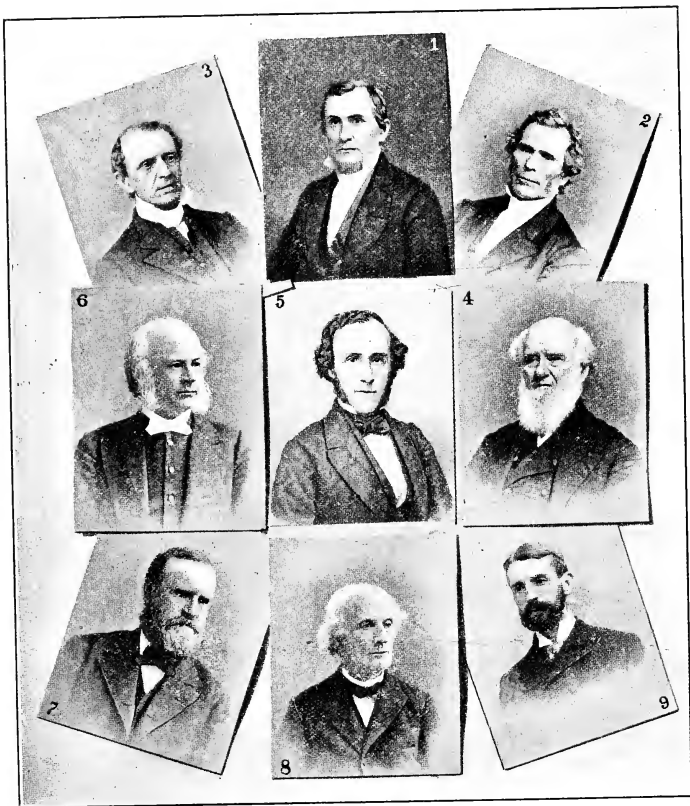
The year 1849 was one of special depression, and the number in attendance in the four college classes fell from 82 in 1848 to 25 in 1850. In the latter year it was received under the patronage of the Presbyterian Synod of Philadelphia, and the charter was amended accordingly. Dr. McLean, in 1851, undertook to raise a permanent endowment of \$100,000 by the sale of scholarships, and the result brought about a new upward movement. In 1856 the number of students enrolled reached 106.

During Dr. McLean's administration two men became connected with the faculty who, by their labors, have brought world-wide renown to the institution—Prof. James H. Coffin, LL. D., in 1853, and Prof. Francis A. March, LL. D., in 1855. With the coming of the former, Lafayette became in some sense the headquarters of meteorology in America, since there the observations of the Government officers and the collections of the Smithsonian Institution, supplemented by the extensive correspondence of Professor Coffin, have been reduced and prepared for publication under the direction of that eminent meteorologist. With Dr. March's coming began the famous course of Anglo-Saxon and English in connection with comparative philology. The financial embarrassment, however, was only temporarily relieved by the new "endowment," and in 1860 came the civil war with its added difficulties.

In 1862, after the battle of Antietam, the students enlisted in considerable numbers. In 1863, when Lee invaded Pennsylvania, the rush to arms was so general that the college was almost without students; there were not seniors enough left for a commencement. In August of the same year President McPhail resigned, and a special meeting of the board of trustees was called in Philadelphia to "take into consideration the propriety of suspending operations under increasing embarrassments." An arrangement was made, however, with Professors Coffin, March, and Coleman by which they undertook to keep the college in operation for another year for such compensation as the board might be able to provide.

PRESIDENT CATTELL.

It was at this critical point that we find the board turning their attention to one who had been a professor in the institution, Rev. William C. Cattell, at that time pastor of the Second Presbyterian Church at Harrisburg, to whom they gave a hearty call to return to Lafayette and fill the vacant presidency. Happily, he recognized his call.



THE PRESIDENTS OF LAFAYETTE COLLEGE.

- 1, Dr. George Junkin, 1832-1841 and 1844-1848; 2, Dr. John W. Yeomans, 1841-1844; 3, Dr. C. W. Nassau, 1849-50; 4, Dr. Daniel V. McLean, 1850-1857; 5, Dr. George Wilson McPhail, 1858-1863; 6, Dr. William C. Cattell, 1863-1883; 7, Dr. James H. Mason Knox, 1883-1890; 8, Dr. Trall Green, 1890-91; 9, Dr. Ethelbert D. Warfield, 1891.

Dr. Cattell was eminently fitted for his new work at Lafayette, and his efforts at the very outset were characterized by that energy, prudence, and tact which always master difficulties, and which for him secured at once the hearty cooperation and confidence of the friends of the college.

At Dr. Cattell's inauguration, July 26, 1864, Lafayette felt a thrill of returning hope, "The hour of darkness and gloom has passed," said Governor Pollock, president of the board of trustees, in his address; and so it had. A new vitality was at once infused, and new vigor characterized the work of the college, both in its inner life and in the more remote point of contact with its patrons and the public.

President Cattell devoted himself for twenty years to the task of building up the college, and with full heart and strong arm, with a strength that grew with growing opportunities, pushed on the important work that lay before him.

Under his administration Lafayette rose to commanding eminence among the colleges of the land, enlarging her work in every direction. This long and continuous service left him, in 1883, in broken health, and he was obliged to seek needed rest under circumstances as free as possible from the anxieties of his great labor. The trustees, therefore, accepted his resignation, though with great reluctance, and turned to the difficult task of choosing his successor.

PRESIDENT KNOX.

James H. Mason Knox, D. D., LL. D., had been for nearly twenty years a member of the board of trustees, and as one of Dr. Cattell's most efficient helpers had been an important factor in the recent striking growth of the college. To him the trustees turned with the offer of the presidency. Dr. Knox accepted it, but not without misgivings, for no one was more familiar than he with the great work of his predecessor, and no one knew better than he what gifts of experience, tact, and geniality of temperament Dr. Cattell had brought to its performance; but the cordial unanimity of the board overcame his reluctance and brought the work before him as one to which he was amply called. President Knox took his place and did his work with quiet dignity and prudence, and in a manner to commend him to the confidence and esteem of his colleagues, of the students, and of all the friends of the institution. The noble task so well begun and so energetically pursued by Dr. Cattell was continued by Dr. Knox, and with the same earnest efforts to enlarge the endowment and increase the efficiency of the institution. He resigned the presidency in June, 1890.

At the commencement when Dr. Knox's resignation was received, the board of trustees and the alumni united in a movement to raise a fund of \$150,000 among themselves for the permanent endowment of the college. The end of Dr. Knox's administration was further marked by a bequest of \$150,000 from the Fayerweather estate.

PRESIDENT WARFIELD.

After an interval of one year, during which Dr. Traill Green was acting president, the board chose as the successor of Dr. Knox, Ethelbert D. Warfield, a young man, at that time president of Miami University, Ohio. Dr. Warfield accepted the call and was received at Lafayette with the utmost enthusiasm, not only by the college community but by the citizens of Easton, and in fact, by all classes to whom the interests of the college are dear.

He was inaugurated in October, 1891, since which time there has been a steady advance in most matters relating to the prosperity of the institution. The number of students is increasing, not rapidly, but surely; the alumni and friends are rallying, and there are on every side the signs of prosperity. Dr. Warfield is a young man of fine attainments, especially in history and political science, is a gifted lecturer, and is making new friends for the college wherever he appears.

We may now turn to note briefly a few particulars in Lafayette's growth during the last thirty years.

STUDENTS.

The annual reports of the faculty since 1863 show the following numbers in attendance upon the regular college classes and post-graduate courses. The college has no preparatory department.

1863	39	1877	296	1891	319
1864	46	1878	276	1892	294
1865	51	1879	272	1893	297
1866	65	1880	265	1894	309
1867	101	1881	290	1895	306
1868	128	1882	302	1896	305
1869	145	1883	289	1897	305
1870	188	1884	289	1898	314
1871	233	1885	290	1899	305
1872	222	1886	251	1900	339
1873	243	1887	247	1901	372
1874	280	1888	282	1902	419
1875	319	1889	309		
1876	335	1890	311		

THE FACULTY.

In 1863-64 the faculty consisted of nine members. The addition of new departments of study and the large increase of students soon made it necessary to secure a larger corps of instructors. In 1865-66 the number was 16. At present it is 30.

RECITATIONS AND LECTURES.

There has been a corresponding increase in the amount of actual class-room work. From 1859 to 1865 there were given annually in the four classes 2,070 recitations and lectures. In 1865-66, when the scientific department was added, more than half the exercises of the new course were coincident with those of the old; 913 were different, making the total for that year 2,983. The annual number of recitations and lectures at the present time, not including the working sections or the graduate courses, is 9,263.

This large increase has been caused mainly by the addition of new courses of instruction, but partly also by the division and subdivision of large classes. The policy of hearing classes in sections so small that each student shall be sure of daily drill is strictly adhered to, and will account in some measure for the exact and thorough character of the work done at this college.

THE CURRICULUM.

The curriculum has come to its present form under the hands of many eminent and gifted educators.

The early records do not furnish the material for as complete an analysis with respect to the proportional distribution of studies as might be desired. The following summaries, however, will show the number of recitations allotted to each of the main departments of study in the classical course at different periods:

FROM 1842 TO 1844.

	Recitations.	Per cent.
Mathematics, including astronomy and physics	705	35
Ancient languages	1,008	50
Mental and moral science, political economy, rhetoric, evidences of Christianity, belles lettres, etc.	307	15

FROM 1844 TO 1851.

Mathematics (as before)	692	34.5
Ancient languages	938	46.4
Mental and moral sciences, etc. (as before)	350	17.2
Chemistry and natural history	4	.2

FROM 1851 TO 1853.

Mathematics (as before)	660	32.6
Ancient languages	786	39
Mental and moral sciences, etc. (as before)	388	19.2
Chemistry and natural history	40	2
Biblical	146	7.2

The Biblical studies consisted of history and antiquities, sacred geography, the Greek Testament, Butler's Analogy and the Standards of the Church. It was during this period that the college became

connected with the synod of Philadelphia; previously the religious studies had been carried on by means of Sabbath Bible classes and lectures.

FROM 1853 TO 1857.

	Recitations.	Per cent.
Mathematics (as before).....	608	30.6
Ancient languages.....	786	39.6
Mental and moral science, etc. (as before).....	364	18.8
Chemistry and natural history.....	76	3.8
Biblical.....	146	7.2

FROM 1857 TO 1859.

	Recitations.	Per cent.
Mathematics (as before).....	585	29.2
Ancient languages.....	756	38
Mental and moral science, etc. (as before).....	431	21.5
Chemistry and natural history.....	39	2
Biblical.....	138	6.9
Modern languages.....	48	2.4

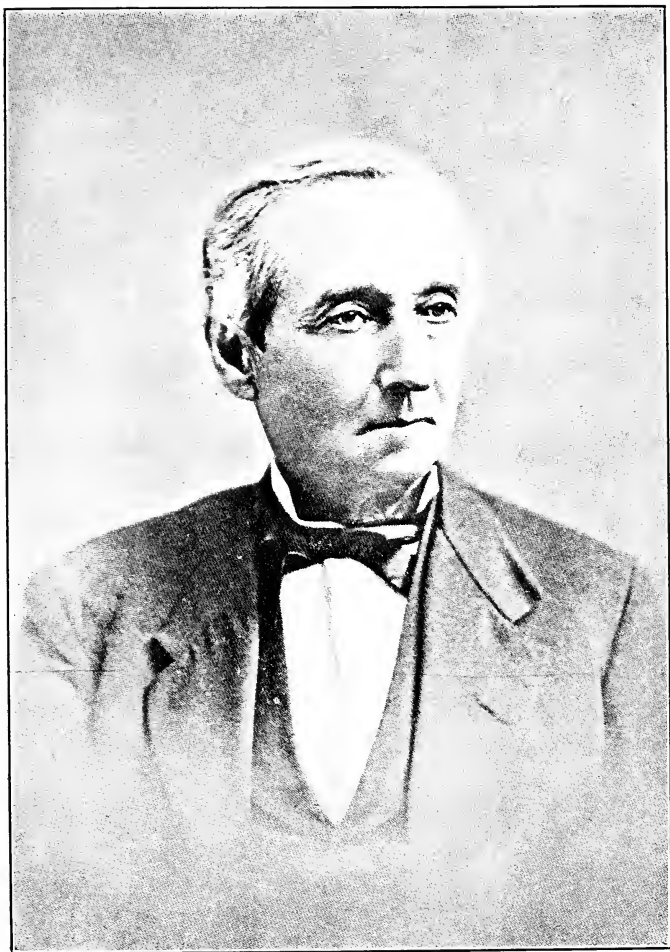
During this period, in 1857-58, the college year was divided into three terms. In 1856-57 Trench on the Study of Words was introduced; in 1857-58, Fowler's English Language, Anglo-Saxon, and Milton's Paradise Lost. Here begins the philological study of English. It is not distinguished, however, in the above table nor in the following one from the general English studies. French and German were also introduced this year. In 1858-59 Shakespeare (Julius Cæsar) was first studied, in the third term junior class.

FROM 1859 TO 1865.

	Recitations.	Per cent.
Mathematics (as before).....	587	28.3
Ancient languages.....	737	35.6
Mental and moral science, etc. (as before).....	439	21.5
Chemistry and natural history.....	63	3
Biblical.....	138	6.6
Modern languages.....	96	5

In 1877 the distribution was as follows:

	Recita- tions.	Per cent.
Mathematics, including astronomy and mechanics.....	588	23.5
Ancient languages.....	857	34.2
Biblical.....	156	6.2
Modern languages:		
English and Anglo-Saxon.....	180	7.3
German and French.....	158	6.3
Mental and moral science.....	108	4.3
Political economy and Constitution.....	66	2.7
Outlines of history.....	16	.8
Rhetoric and logic.....	29	1
Elocution.....	154	6.2
Chemistry.....	36	1.4
Geology.....	70	2.8
Botany and zoology.....	32	1.2
Natural philosophy.....	32	1.2
Mineralogy.....	22	.9



ARIO PARDEE, LAFAYETTE COLLEGE.
Founder of the Pardee Scientific Department.



Hebrew, Blackstone, archæology of literature, and chemistry were elective in the senior year, with other studies, and in the case of students who elected them modified the above results in mathematics, Greek, and modern languages.

In addition to the outlines of history, particular periods in Grecian, Roman, English, and American history are worked up along with the reading of representative authors, as Livy, Tacitus, Demosthenes, Shakespeare, etc. More than three hundred recitations of the course are thus available as a means of special instruction in history.

Classical geography, Greek and Latin composition, and Grecian and Roman antiquities come in as "side studies," and are referred in the above analysis to those branches to which they are most akin.

The present schedule differs from the above mainly in the larger number of elective studies. Beginning in the junior year, elective courses in biology have been arranged to meet the requirements of certain medical schools which admit to their second year college graduates who have pursued a certain amount of biological study. The number of electives in the senior year has also been increased by the addition of Greek, Latin, French, German, astronomy, meteorology, political science, constitutional history, history of philosophy, pedagogics, biology, and sanitary science.

The college has been a pioneer in making provision for the philological study of Anglo-Saxon and English, having established the course, as above stated, as early as 1857, and has won great renown by the labors of Dr. March in this department. The department also includes comparative philology, so that the whole scheme of linguistic study is organized upon the methods of Dr. March, with a view to the application in daily work of the best results of modern research and to laying the foundations for the thorough study of the science of language.

THE NEW COURSES OF INSTRUCTION.

The origin of the general scientific and the technical courses is thus given by Professor March. In 1864 a number of students who had passed through a high-school course and now wished to spend a year in advanced liberal studies before going into business applied to the faculty for permission to reside in the college and enjoy its libraries, apparatus, and learned associations, and pursue such studies as might be assigned them, Greek and Latin, however, not to be assigned.

The permission was given, and the regular hours for Greek and Latin were filled with modern languages and natural sciences. The experiment, if so it may be called, was eminently successful. The newcomers were cultured gentlemen, and proved a welcome addition to the body of students. At the end of the year they concluded to prolong their stay, and so many new students wished to enjoy similar privileges that the faculty presented a memorial to the board

of trustees, setting forth the facts and urging the establishment, if possible, of a new course of study. In response to this memorial Mr. Pardee gave \$80,000, new teachers of modern languages and natural science were elected, and the Pardee scientific course was organized. It was called a scientific course, but its prevailing purpose was culture. It was carefully arranged that the students of the old and new courses should make one family of Christian scholars, attend the same recitations and lectures as far as possible, and belong to the same literary and religious associations. The official announcement was as follows:

The general scientific course is designed for those who wish to study the natural sciences, mathematics, modern languages and literature, history, rhetoric, logic, and mental and moral philosophy as thoroughly as they are studied in our best colleges, and who would be glad to enjoy the cultivation and learned habits and associations of college life, but who will not study Greek and Latin. The trustees of the college are deeply impressed with the thought that our present collegiate system has grown up under the fostering care of the Church, and that the relations of our old collegiate studies to manly culture and religious training have been studied by generations of Christian educators. They have therefore taken care that the new course shall not be removed from the old landmarks, and that, as far as possible, the old approved methods of instruction shall be used in all the departments of study. It will be found that the new course includes all the studies of the old, except the ancient languages, and it is believed that the method of teaching English and other modern classics, which has been for some years in use in the college, has been so adapted to the studies of the new course as to give, in a good degree, the same kind of discipline that is derived from the study of Greek and Latin.

An examination of the present schedule shows the following distribution of studies in this course:

	Recitations.	Per cent.
Mathematics, astronomy, mechanics, and physics	649	24.9
Drawing	110	4.2
Modern languages:		
English and Anglo-Saxon	394	15.2
French	275	10.6
German	237	9.1
Biblical	156	6
Mental and moral philosophy	108	4.1
Political economy, Constitution of the United States, and outlines of history	78	2.9
Rhetoric, logic, and elocution	189	7.2
Natural science:		
Chemistry	154	5.9
Botany and zoology	140	5.4
Geology	70	2.7
Mineralogy	46	1.8

This course was very successful, but as its classes filled up, the natural surroundings of the region and the impatient spirit of the times soon asserted themselves. It was a matter of course that the youth of the region who took the scientific course should most of them expect to become engineers or miners or chemists, and that they should wish to finish their preparatory studies at Easton, and, finally,

that they should wish to finish them as soon as possible. In answer to such wishes special technical studies were introduced, at first elective in the senior year, then in the senior and junior years. The friends of liberal technical education in the region were now warmly interested in this development. Mr. Pardee gave another \$100,000; others made up yet another. A polytechnic school was now organized under the name of the Pardee Scientific Department of Lafayette College, and with the following announcement:

In addition to the general scientific course, which is designed to lay a substantial basis of knowledge and scholarly culture, courses of four years each have been arranged for those who may wish to devote themselves to studies essentially practical and technical.

I. ENGINEERING, CIVIL, TOPOGRAPHICAL, AND MECHANICAL.

This course is designed to give professional preparation for the location, construction, and superintendence of railways, canals, and other public works; chemical works and pneumatic works; the design and construction of bridges; the trigonometrical survey of States, counties, etc.; the survey of rivers, lakes, harbors, etc., and the direction of their improvement; the design, construction, and use of steam engines and other motors, and of machines in general, and the construction of geometrical, topographical, and machine drawings.

II. MINING, ENGINEERING, AND METALLURGY.

This course offers means of special preparation for exploring undeveloped mineral resources, and for taking charge of mining or metallurgical works. It includes instruction in engineering as connected with the survey, exploitation, and construction of mines, with the construction and adjustment of furnaces and machines, and with machine drawings; also instruction in chemistry and assaying, as applied to the manipulation of minerals. In addition to the general course provision is made for advanced students who wish to give special attention to any branch of the subject or to prepare themselves for the charge of particular mines.

III. CHEMISTRY.

This course includes text-book study, lectures, and laboratory practice, every facility for which is found in the laboratories of Pardee Hall. Particular attention is given to the chemistry of agriculture, medicine, metallurgy, and the manufacturing processes. Provision is made for advanced students, who may wish to make original researches or fit themselves to take charge of mines or manufactories, or to explore and develop the mineral resources of our own and other countries.

These courses have been continued with success to the present time. More recently, in 1889, there was added a course in electrical engineering for those who wish to pursue advanced physics and the technical applications of electricity. It is similar in its requirements to the engineering courses above named. A Latin scientific course has also recently been added, designed for those who wish to study Latin in connection with the studies of the general scientific course.

Post-graduate courses have also been maintained for several years, in which graduates of colleges or scientific schools and others having

suitable preparation may pursue advanced studies in any department, under the direction and instruction of the professor in that department, and may have use of the laboratories, apparatus, collections, and libraries of the college while prosecuting their researches.

In 1872, Benjamin Douglass, esq., a gentleman of wealth and learning, a warm friend and patron of the college, proposed to the trustees to endow a course in the Christian classics, that students for the ministry and others who desired might enjoy the full advantages of philological training in the noble languages of antiquity, and in the meantime study Christian instead of Pagan literature. The offer was accepted and the course accordingly established. Instructors were provided and classes organized in 1872. Arrangements were at once made for the issue of suitable text-books to answer the need created by the new course. This work was undertaken by Professor March. Under his editorship and with the assistance of other professors several volumes of the series were issued—Latin Hymns, the Ecclesiastical History of Eusebius, Tertullian, Athenagoras, and Justin Martyr. A large proportion of the students elected this course from year to year, and it would no doubt have become a permanent feature of the curriculum had not business reverses made it impossible for Mr. Douglass to maintain it longer than five or six years. In 1878 it was abandoned, but Athenagoras and the Latin Hymns continue as a part of the regular classical course, and Lactantius has been elective with Juvenal in the senior year.

A department of law has from time to time been urged by the alumni and friends of the college and contemplated by its authorities. In 1875 they announced the establishment of such a course, and under most promising auspices it was formally opened in the auditorium of Pardee Hall, October 6, at which time an inaugural address was delivered by the dean of the faculty, Hon. W. S. Kirkpatrick, formerly president-judge of the third judicial district of Pennsylvania, and now attorney-general of the State.

A faculty and course of instruction were announced in the catalogue of that year and the next, but no complete schedule of lectures was ever followed out. The number of students was small and they received their instruction as they have done since, in the office of Judge Kirkpatrick.

THE COLLEGE GROUNDS.

The college grounds have been enlarged by successive purchases to include about 40 acres, which have been greatly improved within the past few years. The work, carried on according to the plans of Mr. Donald G. Mitchell ("Ik Marvel"), and under the supervision of Mr. S. L. Fisler, A. M. (class of 1861), has consisted of grading, terracing, ornamental planting, and the laying out and construction of walks, drives, etc., and is so far completed that the campus already presents a picture of rare beauty. This is not, of course, a work of

mere aimless adornment, but is carried on under the deliberate recognition of the educational influence of art. The authorities regard it as a matter of great importance that the surroundings of young men while in the process of education should be such as to engage the mind, not only upon the most pleasing aspects of nature, but also with the finer forms of beauty into which nature may be wrought by the skillful touch of man.

THE NEW BUILDINGS.

The most noticeable feature of the external growth, however, is seen in the buildings. Thirty years ago the original edifice and the small building to the west of it, built by Dr. Junkin for the model school, were the only structures. Since that time these have been thoroughly renovated and others added. The old building (now South College) has been so completely transformed as to appear scarcely the same building. The old hip roof has been replaced by a neat mansard and the east and west wings added.

The east wing contains Eastonian Hall, which is fitted up as a reading room and is supplied with the best newspapers and periodicals of America, England, France, and Germany. Dictionaries, cyclopedias, and other works of reference belonging to the library are also placed in this room. It occupies the first floor and the second story in galleries, making a spacious, light, and airy hall. It is adorned with literary treasures and portraits of honored benefactors and officers of the college.

The west wing is 44 by 84 feet in size, and, like the east wing, is of brick, rough cast, trimmed with brown stone quoins and water table. The new chapel occupies the first floor, a double story, 26 feet in height, above which are the Latin room and private rooms of Professor Owen and the lecture room of Prof. F. A. March, jr.

The clock tower, surmounted by a spire, is 125 feet in height, and forms the connection between this wing and the main building.

The model-school building (afterwards known as West College) has also been refitted—the first floor as the offices of the treasurer and registrar and the college archives, and the second floor as the lecture room for Professor March, with adjoining room as a private study.

A short distance southeast of South College stands Jenks Chemical Hall. It is a T-shaped structure of blue limestone, three stories, with mansard roof, 64-foot front, and 75-foot depth. It was built in 1865, and was fitted up with laboratories, lecture room, and cabinet. This building is now (1902) being refitted for the department of biology, the chemical department having been transferred to the fine new Gayley laboratory, just dedicated, and the gift of James Gayley of the class of 1876.

The astronomical observatory, north of Jenks Hall, and of the same material, is the gift of Dr. Traill Green. It consists of a tower and

two transit rooms, with lecture room attached. It is fitted up with a revolving dome and two telescopes, a transit instrument, and other apparatus for the observation of astronomical facts and for the thorough study of astronomy.

By far the finest structure, however, on the grounds is Pardee Hall. This magnificent building stands on the central plateau of the campus, and was erected and equipped for the uses of the scientific department by its munificent founder, Mr. Pardee.

The building, begun in 1871, was completed in 1873, and on the 21st of October of that year was formally handed over with its scientific equipment to the trustees in the presence of His Excellency Governor Hartranft; the State superintendent of education, the Hon. J. P. Wickersham, LL. D.; the Synod of Philadelphia, and a great assemblage.

It consists of one center building five stories in height, 53 feet front, and 83 feet deep, and two lateral wings, one on each side of the center building, measuring 61 feet in length and 31 in width; four stories in height, including a mansard roof, the whole terminating in two cross wings, 42 feet front and 84 feet deep, and four stories in height. The entire length in front, in a straight line, is 256 feet. The material is the Trenton brown stone, with trimming of the light Ohio sandstone. It is heated throughout by steam and lighted by gas.

On the evening of June 4, 1879, this magnificent structure took fire from the chemical laboratory on the fourth floor and, in spite of the heroic efforts of Easton's fire department, at midnight was a heap of smoking ruins. It had, however, been well insured, and from the fund so provided Pardee Hall was soon replaced, externally the exact counterpart of the first, but with many changes and improvements in the arrangements within suggested by eight years of use.

The reopening, on November 30, 1880, was attended with ceremonies more imposing, if possible, than those of the original dedication had been. President Hayes was in attendance with a distinguished party, including his son, R. P. Hayes, several members of the Cabinet and other high officials, and many other distinguished guests, with a great assemblage from the vicinity. Prof. Francis A. March, LL. D., delivered the oration, and the entire day and evening were spent, as before, in banquets, parades, receptions, and gratulatory addresses.

In December, 1897, fire again did its dreadful work with this noble building, destroying, with most of its contents, all except the east wing. The work of rebuilding was again very promptly undertaken, this time with still more marked improvement within, especially in the arrangement of and approaches to the central auditorium and in the provisions made for the department of civil and mechanical engineering.

The center building contains the mathematical room of the students in civil engineering, the hall of the natural history department, two professors' studies, and the auditorium.

The west lateral wing is devoted to the collections in natural history, the Ward Library, the hall of the Washington Literary Society, and the drawing-room of the mining engineers.

The west transverse wing contains the natural history class room, the botanical laboratory, the herbarium (containing the most complete flora of Pennsylvania in existence), and the study of the professor of natural history, the modern language class room, the rhetorical class room, the library of the Washington Literary Society, and the class room of the mining engineers.

In the east lateral wing is the collection of northern antiquities, Swedish iron ore, etc. Immediately above is the large laboratory for physical research, communicating with the suite of rooms assigned to the department of natural philosophy. On the third and fourth floors are the hall of the Franklin Literary Society and the civil engineering drawing-room.

The department of physics occupies the basement and the entire first and second stories of the east transverse wing, together with the second story of the lateral wing, making, it is believed, accommodations for this important department scarcely equaled in any other American college. The basement contains gas holders, battery room, etc. Repair shops, with engine, lathes, etc., and the dark room for photometry occupy the first floor. The south portion of the second story contains the lecture room, with raised circular seats and fitted up with the most approved modern appliances. In the rear is the hall of the Society of Physics and Engineering. The third and fourth floors contain class rooms for the students in civil engineering, opening into their large drawing-room, as in the west wing for the mining engineers; also private laboratories, rooms for apparatus, models, etc., and for special students in steam engineering.

In determining what rooms were needed and the best arrangement of them, similar buildings in Europe, as well as in this country, were carefully studied, and liberal provision has been made in all the departments of instruction for every aid which has been devised for the most thorough and attractive teaching, and also for the prosecution of original researches.

Provision has been made in part for the accommodation of the large number of students by the erection of "Students' Homes." Eight of these occupy the north campus, six of them bearing the names of those by whose liberality the college was enabled to provide them. They are in their order from west to east: Blair Hall, Knox Hall, Newkirk Hall, McKeen Hall, Martien Hall, Fayerweather Hall, Powel Hall, and East Hall. McKeen Hall has brownstone quoins and window trimmings, with porch, ornamental cornice, and a balustrade around the entire roof. The other halls have been greatly improved without and within, bringing the whole row of dormitories up to a high standard of beauty and comfort.

There have also been erected on the college grounds twelve houses designed for the residence of professors, and those previously built have been improved and enlarged.

PHYSICAL CULTURE AND THE GYMNASIUM.

The subject of physical culture, challenging attention through the medium of athletic sports, has established for itself an abiding place in the life, and is destined to secure ere long recognition in the curriculum of all colleges of higher grade.

The evils incident to a voluntary, undirected system of exercise, forced themselves upon the attention of the college authorities until they saw the necessity of properly regulating it, in the interest of the great and desirable end which it is intended to conserve. The trustees of Lafayette felt the need of this long before it was in their power to meet it. In 1884, through the liberality of a few friends, a gymnasium was built adequate to every need. The building is of brick, 84 by 45 feet, tasteful in design, very light, well warmed and ventilated, fitted up with dressing and bathing rooms, supplied with hot and cold water, and thoroughly furnished with the best modern apparatus.

With these appliances for insuring it, the trustees have added physical culture to the regular curriculum of the college. Each student upon entering receives a thorough examination by the medical director of physical training, who is an educated physician. Hereditary, organic, or functional defects, and special weakness, if any, are noted, and the kind and amount of exercise adapted to each case is prescribed. Each student is required to attend the prescribed exercises of the gymnasium with the same regularity that he does the instruction of the class room, and it is confidently expected that a sound mind in a vigorous body will henceforth be the resultant of a college course at Lafayette.

LIBRARY.

The library was founded in 1832 by contributions of books from the friends of the college, and it grew slowly by gifts and small purchases. In 1865 the whole number of volumes reported was only 2,645.

A fee of \$1 a term for the increase of the library and afterwards of \$2 a term for the reading room and library have since been paid by each student, and the fees for matriculation and graduation have also in part been appropriated to the same object. The income from these sources is now somewhat more than \$2,000 a year. This income has been expended almost wholly in books immediately connected with the studies of the course, with a view to buying all the working books needed for original investigation in the special direction in which each professor has wished to push his work. It does not, therefore, add rapidly to the number of volumes, but in certain specialties it has served to accumulate one of the best working libraries in the country.

The departments in which it is best are Anglo-Saxon, early French, early and dialectic English, Christian Greek and Latin, American history, natural history, chemistry, and mining.

The most notable donation of books was by the heirs of C. L. Ward, esq., of Towanda, who presented to the college his well-known library of about 10,000 choice volumes of general literature, his law library, and all the books and pamphlets of his American historical collection, with his extensive collections of autographs, engravings, and curiosities.

The want of a suitable building for library purposes was happily supplied by a legacy of \$30,000 devoted to this very purpose by the will of Augustus S. Van Winkle, of Hazelton, Pa., who died on June 8, 1898. The library stands east of the gymnasium, and is a modest gem of architecture, consisting of a central structure of two stories, flanked by wings of a single story, with provision for extension northward whenever the growth of the library demands more room for books. The east wing is fireproof and contains the book stacks, with room for more than 50,000 volumes. The west wing is the reading room, finished in Flemish oak, with wainscot and paneled ceilings. The central part contains offices and a main hall, in the north recess of which is a reference department with working tables, where dictionaries, cyclopedias, historical, literary, and scientific serials, and other works of reference of frequent use are kept accessible to all.

SCIENTIFIC COLLECTIONS.

These are extensive and valuable, and are rapidly increasing from year to year by gifts from societies and individual donors, and by special appropriations in addition to the fees for registration and matriculation.

Among the most valuable of the collections may be mentioned the extensive herbarium, collected mainly by Professor Porter and his assistants during thirty years of enthusiastic labor. It is specially rich in mosses, and is believed to contain the most complete flora of Pennsylvania in existence; the series of Ward's celebrated casts, illustrating geology and paleontology, together with the specimens purchased for the college by Professor Hitchcock in Europe; the valuable collection of coal fossils presented by the Scientific Association of Pottsville, and the models of the coal region made and presented to the college by P. W. Shaefer, esq.; the splendid mineralogical collections of Dr. E. R. Beadle, of Philadelphia, and of Jacob Wagener and Dr. Joseph K. Swift, of Easton, also the Janeway collection, and Prof. S. J. Coffin's collection of silver ores; the collection of northern antiquities, purchased by Dr. Beadle in Denmark; and the complete collection of Swedish iron ores, with the products of their reduction, presented by the Jern Kontaret of Sweden.

The apparatus in the department of physics and applied mechanics, the instruments used in the departments of astronomy and engineer-

ing, and the scientific equipment of the numerous and extensive laboratories, fairly meet the demands of advanced instruction in these departments. A special feature, however, is the series of 1,322 wall charts, executed at the college by Mr. G. Garnier, under the direction of the professors in the departments of astronomy, chemistry, physics, and applied mechanics, metallurgy, engineering, and natural history. In addition to Schröder's models in descriptive geometry there are valuable models in machine drawing, stonecutting, crystallography, and architecture.

THE FUNDS OF THE COLLEGE.

These changes from the meager appliances of earlier days of course involved large expenditure of money, but the money came.

Dr. Cattell had, to use the language of "Ik Marvel" in speaking of him, "wondrous winning ways," and soon gathered a host of liberal friends to the support of the college.

In 1863 the total value of the property, including grounds, buildings, libraries, apparatus, invested funds, and outstanding subscriptions, was \$88,666, and the income from all sources was less than \$4,000.

According to the treasurer's estimate, submitted at the last meeting of the board of trustees, the total value of the college property is now \$1,270,488.98, distributed as follows:

I.—NONPRODUCTIVE INVESTMENTS.

Buildings and grounds	\$751,194.14
Apparatus	37,141.16
Libraries and scientific collections	44,011.47
Total	832,346.77

II.—PRODUCTIVE INVESTMENTS.

Dormitories and students' homes	\$130,340.02
Houses for professors	86,852.19
Amount of invested fund	220,950.00
Total	438,142.21

It will be seen by this statement that the college possesses its buildings and grounds, its libraries, apparatus, scientific collections, etc., and that it has in addition over \$438,000 of productive funds, yielding an annual income of about \$26,700. This sum, added to the fees from students, is still very far from being sufficient to meet the current expenses of the college, leaving an annual deficit to be made up by special contributions, but it is a great advance upon the struggling poverty of earlier days.

METHODS OF INSTRUCTION AND CHARACTER OF STUDENTS.

This sketch should not be closed without a reference to the methods of instruction, which have kept even pace with the improvements in

other directions. In the work of the class room there is constant illustration and manipulation. The coal fields, ore beds, and iron furnaces are near at hand, and every resource of civil engineering in its practical applications is displayed almost within sight of the campus. There are open fields for the botanist and the surveyor; laboratories for the physicist, the mechanic, the chemist, the electrician, the assayer; book tables and working libraries for the linguist, the critic, the historian, and the philosopher. All study is accompanied by exercises of practice or research.

As the best reward of faithful work the professors constantly receive from medical colleges, theological seminaries, and universities assurances of the good training of Lafayette students, their manliness, and their readiness for the severer tests of professional study. The same testimony as to the manly character and thorough training of the students in the scientific and technical courses comes from those who have secured their services.

Some note should also here be made of the influences that promote the culture of individual character. Whether it is the comparative freedom from temptations to idleness, extravagance, and dissipation, or the spirit of the place and the wholesome moral sentiment which prevails among the students, there seems to be in the very air of Lafayette a tonic, stimulating not only to scholarly effort, but to manliness and the temper that gives men a serious purpose in study.

Doubtless it is due in large measure to the religious life of the college, the prevalence of a sturdy, Christian belief. "There is at Lafayette," says Donald G. Mitchell, "no doubting of the Bible or any giving to it a courteous and reverent forgetting." The college is Presbyterian in its traditions, but not sectarian in any narrow or exclusive sense, and in other respects is as free as is consistent with that judicious vigilance which should prevail in a Christian institution. The students regularly attend morning prayers, go to church on Sunday, hold daily voluntary devotional meetings, and organize freely for Sunday school and mission work in the vicinity.

A fine building is now going up on the north campus, to be devoted to the uses of the Y. M. C. A. of the college. It is the gift of James R. Hogg of the class of 1878.

Lafayette has a creditable representation in the fields of literature and science, and a goodly list of her alumni have become eminent in professional life. Of her lawyers, 46 are or have been judges; 104, members of Congress or of the legislature; of professors and teachers there are more than 356; editors, 70; physicians, 384; in the technical professions, 721. Of her 590 ministers 41 have gone to the foreign field. With a faculty strong and progressive, a young and popular president, every face is bright with hope and every pulse beats strong with the new life so full of promise for the "greater Lafayette" of the future.

XII.

LEBANON VALLEY COLLEGE, ANNVILLE.

By Prof. H. CLAY DEANER.

The Church of the United Brethren in Christ, in the East, to keep apace with civilization and culture and to meet the demands of denominational growth, and especially to provide for the moral and intellectual culture of her children, called Lebanon Valley College into existence. That church which looks not after the thorough education of its youth under the inspiring influence of Christian religion deserves to sink into insignificance, and invites the frowns and displeasure of a kind Providence; such was the conviction of its founders.

The town of Anville, Pa., in the beautiful Lebanon Valley, was selected as the site of the college on account of its accessibility, healthfulness, and inspiring scenery, and because it was free from the many allurements which ensnare the youth. As an inducement, the public-spirited citizens donated a suitable building and grounds.

Anville is situated on the direct route of the Philadelphia and Reading Railroad, 21 miles east of Harrisburg.

The college was opened on the 7th of May, 1866, and was chartered by the legislature of Pennsylvania in April, 1867.

During the thirty years of its existence the college has had six presidents, as follows: Rev. T. R. Vickroy, A. M.; Lucian H. Hammond, A. M.; Rev. D. D. De Long, A. M., D. D.; Rev. E. S. Lorenz, A. M., B. D.; Rev. C. J. Kephart, A. M., and E. Benj. Bierman, Ph. D. The last is the present incumbent, who was elected in July 1890.

Since its founding 2,250 students have been in attendance. The average attendance is 142. There have been 241 graduates. The first class was in 1870; 27 per cent of graduates entered the ministry, 5 per cent law, 4 per cent medicine, and 24 per cent are teachers. The necrology of the alumni, 11. One of the students—a lady—is now a missionary in China.

From its founding the college was coeducational. Its doors were thrown open alike to both sexes. Experience has proven that as to abilities in mastering a college course there is no appreciable difference in the sexes.

Although the college is denominational, it is entirely free from sectarian bias. It has enjoyed a large patronage from homes representing all phases of Protestant faith and belief.

The aim has been to provide a curriculum of study which will qualify students for practical life as well as the professions.

The college has five cooperative conferences: The East Pennsylvania, the Pennsylvania, the German, the Maryland, and the Virginia, the first of which is the charter conference. They include the States of Pennsylvania, Maryland, and Virginia.

The college offers four courses of study—the classical, the scientific, the academic, and the musical. The classical leads to the degree of bachelor of arts and the scientific to the degree of bachelor of science. Those who complete the academic or music course receive a diploma without a degree. The board of trustees have authorized the extending of the preparatory department to three years, making the maximum time of the course seven years, and authorized the preparation of a course leading to the degree of bachelor of philosophy.

Besides the above courses the college has seven nonresident post-graduate courses leading to the degree of doctor of philosophy. They are as follows: (1) Philosophy; (2) Æsthetics; (3) Ethics; (4) Christian Evidences; (5) Political Science; (6) Science; (7) Pedagogics.

Each course consists of six units, the first three of which are common to all, the whole embracing three years.

The college does not confer the degree of doctor of philosophy except in course after examination.

In the department of music the instruction is in piano and voice, and occupies three years. Harmony is required in both. Instruction is also given in ensemble playing and on the violin.

The department of art is supplied with studies from the best artists. The work is from models and nature. The instruction is in free-hand drawing from casts and the flat, modeling in clay, painting from still life in oils, china, and water colors. Daily lessons are given. Lectures on perspective, light and shade, landscape painting, and on painters and paintings are a special feature of the teaching.

German and French are taught by exercises in translation, by conversational practice, and by writing. It is the aim to master these languages so that they may become of practical value.

During the spring there is a normal department for the instruction of teachers and those who intend to teach. The course of instruction includes all subjects taught in the public schools. Lectures by prominent educators and by the faculty are given on subjects germane to the teacher's work.

A class in Bible studies is annually organized. The instruction extends over one year. The course is almost identical with the Chautauqua course. A diploma issued by the Sunday-school board of the Church of the United Brethren in Christ is granted on completion of the course.

The collegiate year consists of forty weeks, divided into three terms, one of sixteen weeks, and two of twelve weeks each. The tuition is \$40 per year. Entrance examinations are held at the opening of the

fall term. At the close of each term examinations are held. The maximum grade is 100 per cent, the minimum 65 per cent.

Instruction is both by text-book and lectures. In addition to the lectures by the faculty a special course of lectures is yearly delivered by the best talent on the American platform.

There are a ladies' hall and a main college building. The ladies' hall is entirely separated from the other grounds and is under the immediate care of the preceptress. In 1881 a third building was erected, which contains the library, art room, music rooms, the department of science, with its laboratory, and the museum.

The equipments of the college are good. It has an excellent supply of philosophical apparatus. The laboratory is well provided with appliances for practical work in the study of chemistry. The mathematical department has a first-class surveyors' outfit, with apparatus for illustrating the study of arithmetic, geometry, trigonometry, and conic sections. The classes in the ancient languages and history are supplied with excellent maps and busts. The museum contains a large collection of mineralogical, geological, zoological, and other specimens, besides many historical relics. The classes in astronomy are provided with an acromatic telescope. The libraries contain about 5,000 volumes, many of which are rare. Students have daily access to them. The reading room is well provided with magazines and the leading daily and weekly periodicals. A well-equipped gymnasium gives excellent opportunities for physical culture.

The college has both a Y. M. C. A. and Y. W. C. A., which have regular meetings and which exert a most salutary influence upon the students. A students' prayer meeting is held every Tuesday evening.

The college has been dependent chiefly upon tuition fees and upon donations from its friends for support. Only within the past few years has there been special effort to obtain endowment. Two years ago it received a farm, valued at \$25,000, from the estate of Mr. William Bittinger as the endowment of the chair of Latin. In the fall the citizens of Annville gave \$10,000 endowment, and \$4,000 was received from other sources, making a total endowment of \$45,000, of which \$20,000 is productive. The outlook of the college is better than at any time in its history, and it is being established on a more permanent basis.

XIII.

LEHIGH UNIVERSITY, SOUTH BETHLEHEM.

By EDMUND M. HYDE, Ph. D., L. H. D.

Lehigh University, like so many of our American institutions, owes its inception and its endowment to the open-handed benefactions of one who saw the needs of his State and with noble generosity endeavored to supply the means for meeting them. He had lived for many years in the beautiful valley of the Lehigh, and had been actively engaged in the development of its wonderful mining and industrial resources. He desired to contribute still further to its progress by affording to its young men better opportunities for fitting themselves to carry on the work in which he felt such a lively interest. It will not be amiss to touch upon the principal facts regarding his career.

The Hon. Asa Packer was born at Groton, New London County, Conn., on the 29th of December, 1805. His father's means were slender, and when a mere boy he was obliged to do something for his own maintenance. But the occupations open to him at his home did not promise enough for his enterprising spirit. He set out when only 18 to seek his fortune in northern Pennsylvania. In a few years his thrift and energy had enabled him to purchase a tract of wild land which during eleven years he tilled without gaining sufficient returns to satisfy him. He then became interested in boat building, and came to Mauch Chunk, where, in company with his brother, he purchased a canal boat and carried on an active traffic between Mauch Chunk and Philadelphia. His business prospered; his means increased, and with it his views were more and more enlarged. Becoming interested in the working of extensive coal mines, he saw that the great problem to be solved was how best to get to market the vast stores of coal laid up in the mountains of this region. Laboring upon this question he at length matured and carried through the plans for that superb monument to his sagacity as a financier, the Lehigh Valley Railroad. From this time on his wealth constantly accumulated and his name became synonymous with unsullied integrity and well-earned success.

His merits received full recognition at the hands of his fellow-citizens. In 1843 he was placed upon the judicial bench, and in 1852 and 1854 he was chosen to represent his district in the National Congress. Nominated as candidate for the governorship of the State in 1868, had he thrown himself into the canvas with his usual vigor his election

would have been assured, but this was not to his taste. His supreme efforts were devoted to the advancement of the great corporation which he had done so much to build up.

At all times a liberal man, as the years passed away he conceived a project which should do still more for his adopted home. The Right Rev. William Bacon Stevens, D. D., late bishop of Pennsylvania, thus describes the first announcement of this intention: "In the fall of 1864 an interview was requested of me by the Hon. Asa Packer, of Mauch Chunk. He came to my house in Philadelphia and said that he had long contemplated doing something for the benefit of his State, and especially of the Lehigh Valley. From that valley he said he had derived much of his wealth which God had given to him, and to the best interests of that valley he wished to devote a portion of it in the founding of some educational institution for the intellectual and moral improvement of the young men of that region. After conversing with him a little while, and drawing out his large and liberal views, I asked him how much money he purposed to set aside for this institution, when he quietly answered that he designed to give \$500,000. At the time of this interview no one in this country, it is believed, had offered in a single sum such an endowment for a literary institution. It was the noblest offering which an American had ever laid on the altar of learning, and more than equaled many royal donations which have carried down the names of kings and patrons of European universities. Filled with profound emotions at the mention of such a gift for such an object, I asked the noble donor what specific plans he had framed in his own mind in reference to it. His reply was, 'I am not much acquainted with these matters, but you are, and I want you, if you will, to devise a plan which I can put into effective operation.' I told him that I would make the attempt. I did so. I drew up the outline sketch of such an institution as I thought would give the largest results for the means used and submitted it in a few weeks to his inspection. He examined it with the practical judgment and business habits with which he deals with all great questions and adopted the scheme as the basis of his future university."

In the spring of 1865 Judge Packer decided to cross the ocean and spend the summer in foreign travel. Before leaving he arranged for the organization of the new institution and prepared his will, in which he made adequate provision for the university in case he should not return to carry out his project himself.

Accordingly, the gentlemen selected to be the first trustees met at the Sun Inn, in Bethlehem, on the 29th of July, 1865, and organized by electing Bishop Stevens president of the board and the Rev. E. N. Potter secretary. The wishes of the founder were explained and the preliminary steps taken to obtain plans for the proposed buildings to be erected upon the tract of 56 acres which Judge Packer had devoted to university purposes.



THE LATE HON. ASA PACKER.
Founder of Lehigh University.

In the fall the founder returned to America and took his seat in the board at its next meeting. After a full discussion of the courses to be provided, the trustees decided to elect a head for the university and intrust to him the adjustment of the details of its organization. In accordance with this resolution, on the 4th of November the office of president was tendered to Prof. Henry Coppée, LL. D., of the University of Pennsylvania, and upon his acceptance the work began to assume a more definite shape. President Coppée was a graduate of the United States Military Academy, had served with distinction in the Mexican war, and had had long experience as an educator, both at West Point and also in the University of Pennsylvania.

On the 9th of February, 1866, the legislature of Pennsylvania passed the act incorporating the Lehigh University, which thus began its legal existence. Judge Packer deeded to it the tract mentioned above, to which Charles Brodhead, esq., of Bethlehem, added 7 acres lying next to it.

The seal adopted for the new institution is of an oval form. In the upper part is a sun; just below it an open Bible; on the Bible is a heart. Thus are represented the Three Persons of the ever-blessed Trinity. Around the upper margin are the words of Bacon: "Homo minister et interpres naturæ." Around the lower margin are the words "Lehigh University," and just below the Bible, "Founded by Asa Packer, 1865."

The president entered upon his duties on the 1st of April, and the first professors were elected soon afterwards.

In order to provide quarters in which to open the institution before more extensive buildings could be erected, a church edifice belonging to the Moravian brethren, contiguous to the park, was purchased, with its site, and fitted up for immediate use. This is now known as Christmas Hall.

The 1st day of July witnessed the laying of the corner stone of the main building, called Packer Hall in honor of the founder, which stands on the side of the South Mountain, in the midst of the university park, 360 feet above the level of the sea, and is erected from a design by Edward Tuckerman Potter.

The institution was formally opened on Saturday, the 1st of September, 1866, in the presence of the trustees, the faculty, the students of the first class, and a large number of invited guests. Addresses were delivered by the founder, by Mr. William H. Sayre, jr., by the president, and others. The new university was begun with two classes, the announcement being made that the special schools would be opened at the beginning of the following year.

The faculty, as announced in the first register, published in 1866, was as follows: Henry Coppée, LL. D., president and professor of history and English literature; the Rev. Eliphalet Nott Potter, M. A., professor of moral and mental philosophy and Christian evidences;

Charles Mayer Wetherill, Ph. D., M. D., professor of chemistry; Edwin Wright Morgan, LL. D., professor of mathematics and mechanics; Alfred Marshall, Ph. D., professor of physics and astronomy; William Theodore Roepper, esq., professor of mineralogy and geology and curator of the museum; George Thomas Graham, A. B., instructor in Latin and Greek. In addition to this, several departments were left open for appointment later on.

The courses contemplated four years of study, two years of which would be the same for all, being named, respectively, the first and second class, while the men in the two years passed in the separate schools were known as junior and senior school men.

Upon the completion of these years the student elected one of the five courses then provided—general literature, civil engineering, mechanical engineering, mining and metallurgy, analytical chemistry—and at the end of two years received the degree appropriate to the course.

The tuition fees were \$90 per annum in the first and second classes and \$100 in the special schools. There were three foundation scholarships to be given in each class, which should entitle the holders to free tuition and room rent. Two competitive scholarships were also established for each class, which afforded boarding charges to the occupant in addition to tuition and room rent.

A preparatory class was formed in 1870 to supplement the fitting then obtainable in the public schools, but this was discontinued in 1873, when the proper provision was made in the lower institutions for training candidates for admission to the university.

During the early period of the history of Lehigh, a number of rooms in the buildings were rented for use as dormitories, and a regular boarding house was provided under the direction of the faculty. In time, however, as the number of students increased, this space was needed for other purposes, and the trustees decided that it was unwise to divert any part of the endowment from the proper work of education. They determined, therefore, to do away with this part of the system then in force, since the growth of the town had been amply sufficient to accommodate all the students. Within a few years the members of several of the Greek letter fraternities have provided pleasant homes for themselves either by purchase or rental.

To return to our history, a decided addition to the equipment of the university was the gift of the Sayre Observatory, by Robert H. Sayre, esq., of South Bethlehem, in 1868. In the dome of the observatory is mounted an equatorial telescope of 6 inches aperture, by Alvan Clark & Sons. The west wing contains a superior sidereal clock, by William Bond & Sons, a zenith telescope, by Blunt, and a field transit, by Stackpole. There is also a prismatic sextant, by Pistor & Martins.



THE LATE HENRY COPPÉE, LL. D.
First president of Lehigh University.

Students in practical astronomy receive instruction in the use of the instruments and in actual observation.

This same year, by the bequest of Gen. George May Keim, of Reading, a fine collection of minerals was placed in the museum.

Packer Hall was occupied this fall for the first time, and the fine drawing and recitation rooms and laboratories were ample to accommodate the special courses to be then begun.

In 1871 Judge Packer increased his already large gifts to the university and did away with all fees. After his death this was continued by resolution of the board of trustees until 1891. At this time the increase in the number of students caused the board to impose an annual fee of \$100 for technical courses and \$60 for literary students. This went into effect with all applying for admission after January 1, 1892. A number of free scholarships were established at this time for men needing this assistance.

Elisha P. Wilbur, esq., of South Bethlehem, about 1872 established a prize scholarship of \$200 to be given to that student having the highest general average for his work in the second or sophomore class. This has been awarded annually on university day from that time.

Saucon Hall was built in 1872 to supply the want of more space for the various departments of the university, and was used mostly for a dormitory until the rooms were needed for other purposes.

In 1875 Dr. Henry Coppée resigned his office, retaining, however, the chair of the English language and literature. By request of the trustees, he continued to act as head of the institution until the following year, when the Rev. John McDowell Leavitt, D. D., was elected to the presidency. He was a graduate of Jefferson College and had filled chairs in Kenyon College and the Ohio State University. During his incumbency several important changes were made in the scheme of instruction. As early as 1872 a rearrangement of studies was found necessary on account of the pressure of the technical work, so that the portion of time allotted for the branches common to all the courses was cut down to a year and a half. Under President Leavitt the old names for the classes were given up and replaced by those in use in other American colleges. In 1877 an advance was made when Judge Packer established a classical professorship and provided for the opening of the classical department. This necessitated a change in the arrangement of the courses, and the university was divided into two schools—i. e., general literature and technology—each with its own terms of admission, those of the former being those demanded in the better grade of Eastern colleges. The school of general literature contained two courses, the classical and the scientific, where Latin and Greek were replaced by an increased amount of science and modern languages. The technical

courses were all included in the school of technology. The same year an advanced course in astronomy for postgraduate students, covering two years of theoretical and practical work in the Sayre Observatory, was introduced.

Mr. Packer enlarged the domain of the university in 1875 by an additional gift of 52 acres contiguous to the park. The museum was also enriched about this time through the purchase of the Werner collection of birds, the expense being defrayed by the subscriptions of a number of friends of the university. This collection has since been considerably augmented by gifts from alumni and others.

The alumni were permitted, after 1877, to choose four representatives to be honorary alumni trustees, these to be elected from time to time, so that the graduates should have a share in the supreme councils of the institution. These were at first chosen two at a time for a term of two years, but, according to the present by-laws, they now continue in office four years, one being replaced each year.

The next event of interest in the history of Lehigh was the erection of the new library building at a cost of \$100,000. This was designed by the founder to be a memorial to his daughter, Mrs. Lucy Packer Linderman.

He did not long survive the completion of this undertaking. On the 10th of May, 1879, he closed his earthly career, leaving behind him a noble reputation for benevolence and devotion to the advancement of learning. Through the years which had passed since the opening of the university the founder had most generously provided for the cost of the successive steps in its development. He was ever ready to meet the wishes of the trustees and faculty and showed the liveliest interest in the success of his educational venture. All the members of the university united in expressing their grief at the loss of their great benefactor. By request of the faculty, Professor Coppée delivered a memorial address on the following university day, and the president's baccalaureate sermon was upon the same topic. The trustees, desiring to honor the lamented founder, set apart the second Thursday of October in each year to be called "founder's day," with appropriate services and a suitable address. The Right Rev. M. A. De Wolfe Howe, D. D., bishop of central Pennsylvania, and since 1871 the president of the board of trustees, was chosen to preside over the first of these celebrations, from whose admirable discourse the writer of this sketch has drawn a number of facts.

After the last tribute of respect had been paid to the mortal remains of Judge Packer, it was found that he had not forgotten the future of the university in the provisions of his will. A million and a half dollars were given as a permanent endowment for the general expenses of the institution, while \$400,000 were added to the \$100,000 he had already devoted to the library, making a half million in all for its building and endowment. The foundation thus assured established

the resources of Lehigh upon a firm basis, the previous expenses of conducting the institution having been paid by the founder from year to year. Mr. Packer had thus given over \$3,000,000, including the cost of the erection of the buildings.

In the fall of this year Dr. Leavitt was granted leave of absence until the end of the academic year, the affairs of the university being administered by Professor Coppée as acting president. In April, 1880, Dr. Leavitt's resignation was accepted by the trustees.

The Hon. Robert Alexander Lamberton, LL. D., of Harrisburg, a prominent lawyer of the State and for many years an active trustee of the institution, was elected third president of Lehigh University. He assumed office in April, 1880, and was duly inaugurated upon the fourteenth university day, June 24. Under his vigorous management the growth of the various departments was steady and the scope of the work done was greatly extended.

The faculty was enlarged, in the first year of his administration, by the appointment of Henry C. Johnson, M. A., as professor of Latin, the former professor of Latin and Greek, W. A. Lamberton, M. A., retaining the latter department. By this means the classical course was raised to a higher degree of efficiency. An additional course, the Latin-scientific, was added to the school of general literature in 1882, and in 1889 the whole scheme of studies in this school was thoroughly revised and placed abreast of the best of our American curricula.

In the school of technology the rapid influx of students necessitated the creation of new chairs in 1881. Thus in the department of mining and metallurgy Prof. Benjamin W. Frazier, M. A., retained metallurgy and mineralogy, but Prof. Edward H. Williams, jr., A. C., E. M., was appointed for mining and geology. In like manner Prof. Mansfield Merriman, C. E., Ph. D., relinquished mechanical engineering, which had previously been united with civil engineering, and Joseph F. Klein, D. E., was elected to this chair.

An advanced course in electricity was founded in 1884, and this was expanded in 1888 to meet the needs of the new profession of electrical engineers, and a regular course with an appropriate degree was established.

The latest addition to this school is the course in architecture, which was opened in 1889 and is being developed as rapidly as possible.

The board of trustees proper, consisting of ten members, is now assisted in its work by the advice of a number of honorary trustees, in addition to the honorary alumni trustees mentioned before.

During the thirteen years of the administration of President Lamberton the financial affairs of the university prospered. By the wills of Messrs. Harry E. and Robert A. Packer, sons of the founder, and for many years active in the deliberations of the board of trustees,

large prospective endowments were bequeathed to the university. Heartily in sympathy with their father's great project, they have provided for a still greater extension of its benefits in the future.

Judge John W. Maynard, of Williamsport, long an interested member of the board, died May 5, 1885, and left to the library of the university his large and valuable collection of works upon law. These have been placed in a special alcove, known as the "Maynard Alcove," which is adorned with an excellent bust, executed in marble, of the distinguished jurist.

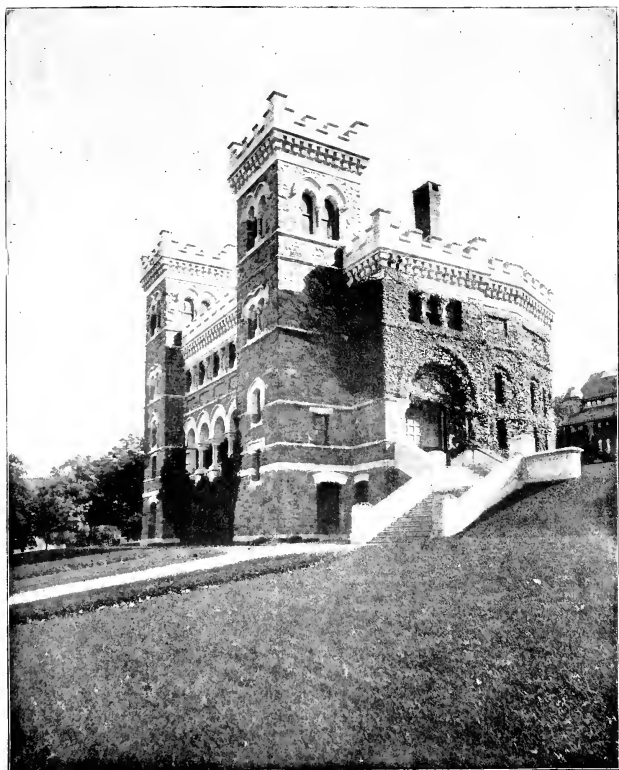
While mentioning these gifts to the university we must call attention to the fact that the Alumni Association established in 1881 a series of prizes for oratory, which are open to the competition of members of the junior class. This contest is held annually on Washington's birthday.

Mrs. Henry S. Haines, of Savannah, Ga., desiring to perpetuate the memory of her son, Henry Stevens Haines, a young man of great promise, who was graduated at Lehigh in 1887 and died within a year after his graduation, endowed a scholarship of the annual value of \$200, which is to be devoted to the support at the university throughout his scholastic career, of one student in the department of mechanical engineering.

A valuable gain to the mineralogical cabinet was made by the purchase of the collection of the late Professor Roesper. Mrs. Roesper also presented to the museum a fine set of specimens illustrating crystallography, to be a memorial of her husband.

With the rise of interest in physical culture came an urgent demand on the part of the students for opportunities in this direction. In response to this appeal the authorities put up a fine, well-appointed building, at a cost of \$40,000. A regular course in gymnastic exercises was organized under a competent director, who had been trained by Dr. Sargent. Each student upon entering the university undergoes a thorough physical examination. All bodily infirmities which could make violent exercises dangerous, such as weakness of the lungs, organic defects in the action of the heart, and such like, are carefully noted, and all who are found competent to carry on such training are tried by measurements and other tests, in order that the director may prescribe for him the particular form of exercise necessary for his full, symmetrical development. Subsequent examinations at the end of each year show, by comparison with the former records, what progress has been made. The experience of the university since March, 1883, when the gymnasium was opened for use, shows the wisdom of the introduction of this feature. The gain in health and strength is great, while there has been no falling off in the matter of scholarship.

The notion is very prevalent that athletic sports and gymnastic training are detrimental to study and involve a low standard of intel-



THE LIBRARY.

lectual attainment. While it is true that now and then a student may be attracted to college principally by the desire to engage in athletic games, it is rarely so, and in the majority of instances the athlete is above the average in scholarship. Physical weakness is a drag upon mental power, and the full use of the intellectual faculties is seldom possible unless the waste of nervous energy is balanced by proper bodily exercise.

The growth of the university during President Lamberton's administration was so rapid that the capacity of the buildings, especially of the laboratories, was soon totally inadequate for the number of students in attendance. To meet this pressing need the trustees began in 1883 the erection of a large building which should contain accommodations for the chemical, mineralogical, and metallurgical laboratories. This was completed and occupied in the fall of the following year. It is one of the best equipped structures of its kind in the world, and cost, complete, over \$200,000.

The noble generosity of the founder found its echo and counterpart in the magnificent gift of the chapel erected by his daughter, Mrs. Mary Packer Cummings, in memory of her family.

The corner stone of the Packer Memorial Church of Lehigh University was laid on the seventh founder's day, October 8, 1885. The ceremony was performed by Edward Coppée Mitchell, LL. D., right worshipful grand master of the State of Pennsylvania, in the presence of the grand lodge of Pennsylvania, the trustees, the faculty, and a large number of invited guests. The Masonic rites were followed by a religious service, and addresses were delivered by Bishop Whitehead, of Pittsburg, and by Bishops Howe and Rulison, of central Pennsylvania.

Two years later, on the ninth founder's day, October 13, 1887, the completed structure was consecrated by the bishop of the diocese. An eloquent sermon on "True culture" was preached by the Right Rev. Henry C. Potter, D. D., LL. D., bishop of New York, from Joel ii, 23, "Your young men shall see visions."

The students attend brief devotions in the chapel every week day morning except Saturday, and take part in an appropriate service on Sunday. Any student belonging to a denomination which has a place of worship in Bethlehem is permitted to connect himself with it, and is then required to be present at the Sunday morning service there. All others attend the University church, where music of a superior order is rendered, under the direction of a skillful organist, by a choir composed of students and of boys employed and carefully trained for the purpose.

Besides the agencies to be found in the lecture room, library, and museum, the students have been encouraged to do freer work on their own account by the voluntary societies which are conducted in several of the departments.

It will not be out of place at this point in our narrative to describe the principal buildings.

The university is situated in the midst of a fine park at the base of the South Mountain, in the town of South Bethlehem. The ground rises gradually in beautiful stretches of fine, grassy lawns, studded here and there with noble forest trees. The art of the landscape gardener has been employed to adorn the natural features, while the view from the higher terraces is superb. Below flows the Lehigh, and beyond, over Bethlehem, rises the northern ridge of mountains, with their distant summits.

As the visitor enters the park from the west he passes several houses occupied by members of the faculty, the one nearest Packer Hall being the mansion of the president.

The Sayre Observatory, the gift of Robert H. Sayre, esq., of which mention has already been made, is to the westward of these houses, and upon Brodhead avenue, which forms the boundary of the university domain.

Packer Hall stands on a terrace 700 feet south of Packer avenue, which bounds the park on the north. It is built of dark sandstone and is four stories high, the architecture being Gothic. The entire length is 213 feet. At the western extremity a tower rises to the height of 200 feet, from the summit of which a magnificent prospect may be seen. This building is devoted to purposes of instruction. Large lecture rooms and drawing-rooms occupy the greater part. The central section on the upper floor, which was formerly used as a chapel, now contains a fine collection illustrating natural history, together with the museum of geology and paleontology. A wing extends from the western end, which affords, in the upper story, convenient rooms for the offices of the president and faculty, with a large lecture room below.

To the east of Packer Hall, and somewhat higher, is the gymnasium. It is constructed of Potsdam sandstone, with facings in stone of a lighter hue. It was planned by Addison Hutton, architect, of Philadelphia, valuable assistance in the elaboration of the details being rendered by Dr. Sargent, of Cambridge. It was erected in 1882, and is supplied with the latest patterns of gymnastic apparatus. On the ground floor are bowling alleys and a large room suitable for general meetings of the students, and lined with lockers for clothes. There are side rooms containing baths, etc. The second floor is the main gymnasium, 40 feet high in the center, with a visitors' gallery at one end, and a running course in a special gallery going about the whole building and calculated to be 38 laps to the mile. On the floor stand the various apparatus of the gymnasium, and the class drills under the director take place here. A regular course of instruction in gymnastics is given, which requires at least two years for its completion, and the students are required to spend a certain amount of time each

week besides this in practicing those exercises which in the estimation of the director are needed for their individual development. At the side of the main hall are the director's room, dressing rooms, and both tub and shower baths.

Immediately below the gymnasium is situated the university library, which was erected by the founder in memory of Mrs. Lucy Packer Linderman, his daughter. It is built of several varieties of stone, tastefully contrasted, and is semicircular in form, with an effective façade in the Venetian style of architecture, with polished granite columns and surmounted with bold battlements. It is fireproof and calculated to hold 150,000 volumes. There are at present about 93,000 bound volumes and a large number of pamphlets upon the shelves, with 250 periodicals, embracing many departments of knowledge. Ample provision is made for the accommodation of readers upon the main floor, and students in advanced classes are allowed to consult the books in the alcoves. The collection has been selected with care, and is being steadily increased from the income of the endowment, which amounts to about half a million of dollars.

The library is catalogued and arranged in accordance with the Dewey system, and is open daily from 8.30 a. m. until 10 p. m., except Sunday, when the hours are from 1.30 p. m. until 9 p. m.

To the north of the library is the large building devoted to the laboratories of the chemical, mineralogical, and metallurgical departments. This structure is built of sandstone and is thoroughly fireproof. It is 219 feet in length by 44 feet in width, with a wing 95 by 50 feet, devoted to the departments of mineralogy and metallurgy. The basement and two principal stories extend throughout the whole, with a third story in the central section.

The upper floor is occupied by the quantitative and the qualitative chemical laboratories, the former accommodating 48 and the latter 84 students. These rooms are 20 feet in height, and are well lighted and ventilated. A laboratory for industrial chemistry and the supply room are also on this floor.

The first floor contains a large lecture room, a recitation room, a chemical museum, and laboratories for organic, physiological, agricultural, and sanitary chemistry.

In the basement is the large laboratory for the furnace assays of ores and a well appointed laboratory for gas analysis; also rooms containing the apparatus for various processes in industrial chemistry and an engine and air pump for vacuum filtration. A photographic laboratory is located in the third story of the central portion of the building.

The metallurgical laboratory contains a lecture room, a blowpipe laboratory for class instruction in blowpipe analysis and in the practical determination of crystals and minerals, a museum for mineralogical and metallurgical collections, a mineralogical laboratory provided

with a Fuess reflecting goniometer, a polariscope, a Groth's "universal apparatus," and a Rosenbusch polarizing microscope, a dry laboratory provided with furnaces for solid fuel and for gas with natural draft and with blast, and a wet laboratory for ordinary analytical work. It is arranged for the instruction of classes in the courses of mineralogy, metallurgy, and blowpipe analysis of the regular curriculum, and to afford facilities to a limited number of advanced students for familiarizing themselves with the methods of measurement and research employed in mineralogy and metallurgy, and for conducting original investigations in these departments of science.

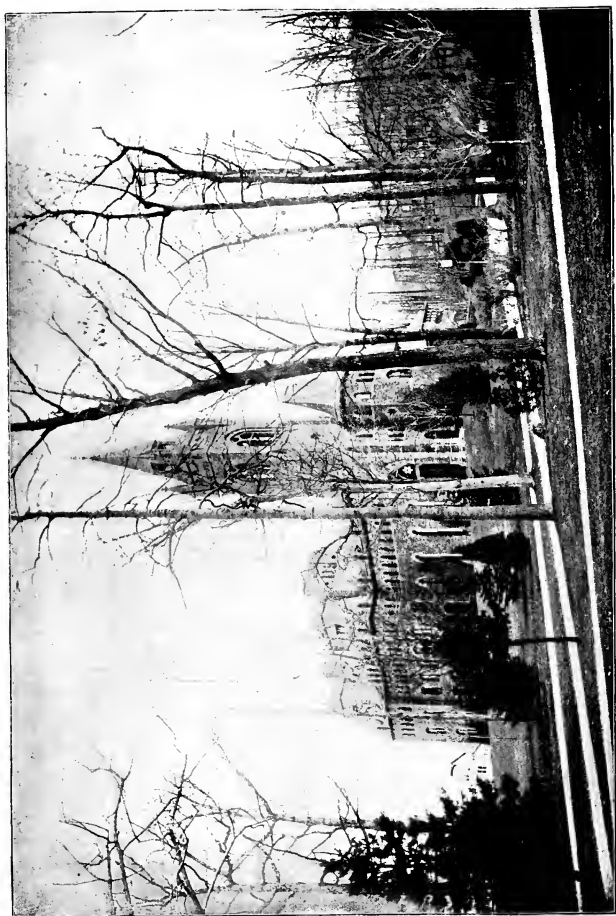
Below the chemical laboratory and along Packer avenue are two brick structures, Saucon and Christmas halls, which have been mentioned before.

To the west of these buildings stands the Packer Memorial Church of the university, which was erected by Mrs. Mary Packer Cummings in memory of her family. This magnificent Gothic temple is constructed of sandstone, and in elegance of finish, as well as in massiveness, is the crown of the collection of handsome buildings in the university park. The total length of the church is 168 feet inside, and the transepts measure 84 feet across. The front is adorned with a bold spire, 180 feet high, and the carved stonework of the portal, together with the projecting baptistry, give a rich variety to the lines. It will seat 900 persons comfortably, and is used not only for divine service, but also for the commencement exercises. The interior is handsomely decorated, and the series of stained-glass windows illustrate a large number of Scripture incidents. The chancel contains a fine organ. This edifice is one of the noblest and costliest churches in the State.

To the east of the buildings described lie several minor structures, such as the steam heating building, with its artistic chimney, and the temporary hydraulic laboratory. At the eastern end of the park is situated the new physical laboratory.

This structure is built of stone and is 235 feet long and four stories high. The ground floor is devoted to electrical work and forms the senior electrical laboratory. It contains a large dynamo room, with the engine, dynamos, and motors, with all their appliances—battery, balance, calorimetric rooms, and workshop. The eastern part of the story has been carefully arranged for delicate work. The use of iron has been avoided; the gas and steam mains and pipes, radiators, etc., are all of brass. A hall 200 feet long can be darkened and used for long-range work in testing lamps.

Under this floor is the "cave," or even-temperature room, completely inclosed with solid stone masonry. The upper stories contain the junior electrical laboratory, the mechanical laboratory, the library, and other rooms. On the third floor is a fine, large hall for holding examinations, lectures, or other meetings, and the large physical lec-



PACKER HALL.

ture room is at the eastern end. The laboratories for heat and light are on the highest floor, and the tower rooms are set apart for meteorology.

In accordance with the custom now prevailing, the building contains a large number of special laboratories, in order to insure accuracy of work.

Just east of the physical laboratory lie the extensive athletic grounds, upon which the prowess of Lehigh has so often been displayed. Tennis courts are upon the south side, and the two fields for football, baseball, and lacrosse occupy the balance of the tract.

But we must turn from the record of progress to an event which cast a gloom over the university. On September 1, 1893, the university was deprived of the valuable services of its president. Dr. Lamberton was stricken down suddenly by an attack of apoplexy, which terminated fatally in a few hours.

Robert Alexander Lamberton, LL. D., was born in Carlisle in 1824, and graduated from Dickinson College. He studied law and settled in Harrisburg, where he attained great distinction in his profession, and was a member of the convention which drafted the present constitution of Pennsylvania. Other offices of trust and honor came to him. Thus he was grand master of the Masonic jurisdiction of Pennsylvania, and filled many positions in the Episcopal Church, being secretary of the diocesan convention for many years, delegate to the general convention, and a member of the standing committee of the diocese. As a patriot he had volunteered to defend his country in the war of the rebellion, and had displayed in all the relations of life splendid integrity and great nobility of character.

He became a trustee of the university in 1871, and when summoned, in 1880, to assume the administration of its affairs he brought his well-trained business abilities to bear upon the problems which the office presented. To the students he was kind and sympathetic. He felt it his duty to admonish as a father rather than to exercise a mere perfunctory discipline.

Impressive funeral services were held both in the chapel of the university and also in Harrisburg, and a memorial service was appointed for the first Sunday of the new term, at which a commemorative sermon was delivered by the Right Rev. Nelson Somerville Rulison, D. D., president of the board of trustees, from whose eloquent remarks we make the following extract:

In the administration of the affairs of this university, President Lamberton was wise and strong. Men who have given their lives to special studies were considered by him to be the most competent men to teach those studies, and he did not arbitrarily break their system. But when the whole curriculum of the university was completed with as much fairness to all as possible, it was enforced by a strong hand.

None of us, whether in college or out of it, have any special fondness for discipline, and while age gives us an added grace to bear, it does not take away

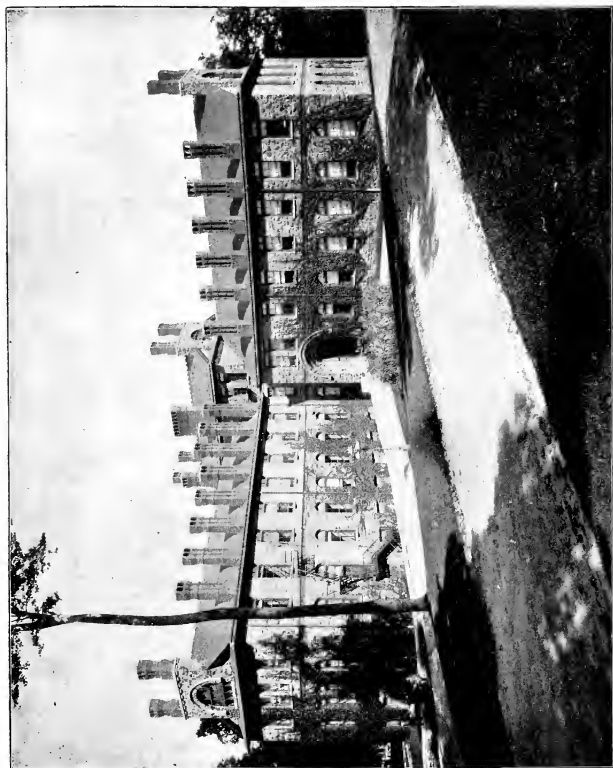
entirely its bitterness. The eager restive youth does not always understand either its necessity or its philosophy; but I believe it is the testimony of all thoughtful undergraduates that if the president was sometimes strong and stern, he was also tender and true, and many a young man has found in him the readiest forgiveness, the wisest counsel, and the truest friendship.

The trustees found in him the same qualities that the faculty and students saw and admired. In his reports and statements of plans for work he was always painstaking, accurate, thorough, and wise. No man is perfect and all men make mistakes, from which even college breeding and relations make no exceptions. But take him "all in all," he was in this university the right man in the right place, and his presidency will ever be regarded as a splendid success.

In accordance with the provisions of the charter of the university, the duties of the presidency devolved during the interregnum upon the senior professor, Dr. Henry Coppée. For eighteen months the work of the university was carried on without any change; but on the 21st of March, 1895, after a short illness, Dr. Coppée, the acting president, passed to his rest. The various members of the institution united to pay the last tribute of respect and affection to one who had filled such a large place in its history. He had watched the growth of the university from its earliest inception, and had identified himself with the educational, religious, and social movements of the town as well as of the university. To many of every age and condition, from the camp-fire of the veterans, who loved to listen to the stirring tales which he could narrate so well, to the members of the university gathered in the grand chapel which has so often reechoed to the words of his graceful eloquence, it was a deep regret that these places should know him no more on earth. Although the development of the institution has brought many changes, the first president has left a broad mark upon its present constitution. His ready sympathy and helpfulness endeared him to all his pupils, and his memory will be a sacred treasure to all the alumni of Lehigh.

Prof. William H. Chandler, Ph. D., as senior professor, presided over the university until after commencement and conferred the degrees, after which the Right Rev. Nelson Sommerville Rulison, D. D., president of the board of trustees, inaugurated as fourth president of Lehigh University Thomas Messinger Drown, LL. D.

Dr. Drown was educated at the Philadelphia Central High School and received the degree of M. D. from the University of Pennsylvania in 1859. He afterwards studied at Yale and Harvard, and later on at Freiburg, Heidelberg, and Paris. Upon his return to America he entered upon his career as a teacher at Harvard, and was professor of chemistry at Lafayette from 1874 to 1881. He was secretary of the American Institute of Mining Engineers and editor of its transactions from 1873 until 1883. In 1885 he became professor of analytical chemistry at the Massachusetts Institute of Technology, where he built up a large and successful department, which at the time of his resignation had in it 21 instructors of all grades and 500 students.



CHEMICAL LABORATORY.

As chemist of the Massachusetts State board of health since 1887 he has done much for the health of the cities by his investigations into the condition of the drinking water supplied to them, and his map of "Natural chlorine in the waters of Massachusetts" is of great value in showing the sanitary quality of the streams thus employed. His various scientific labors have won for him an enviable reputation, and his great success in stimulating young men to real effort in study and investigation has placed him in the front rank of American educators.

Three new names were added to the teaching force of the university during the summer of 1895. The chair of mathematics and astronomy, which was made vacant by the resignation of Prof. Charles L. Doolittle, who had occupied it since 1874, was filled by the election of Charles L. Thornburg, B. S., C. E., Ph. D., adjunct professor of civil engineering and astronomy in Vanderbilt University. Professor Thornburg won high honors in mathematics, and has done valuable work in connection with the astronomical calculation of the United States Astronomical Observatory.

Prof. William C. Thayer, M. A., of State College, was called to the chair of the English language and literature, formerly held by Dr. Coppée. He is a graduate of Columbia, and has studied abroad. He has had much experience, both as a teacher and as a writer.

The electrical department was placed in the charge of Alexander Macfarlane, M. A., D. Sc., LL. D. Dr. Macfarlane was for ten years professor in the University of Texas, and is well known to the scientific world through his contributions to the Mathematics of Physics.

PROGRAMME OF STUDIES.

SCHOOL OF GENERAL LITERATURE.

There are three courses in the school of general literature of the university.

I. The classical course includes all that is prescribed in our best institutions for the degree of bachelor of arts (B. A.). It covers full instruction in Greek, Latin, English, French, and German, mathematics, astronomy, physics, chemistry, geology, physiology, hygiene, history, psychology, ethics, philosophy, political economy, and constitutional law.

II. The Latin-scientific course differs from the first in omitting Greek, taking in its place an increased amount of the modern languages and of mathematics. Students completing this course receive the degree of bachelor of science (B. S.).

III. The course in science and letters, for which the same degree is given as for the last mentioned, contains no Latin or Greek, but furnishes instead extended instruction in French and German, history, general literature, mathematics, and general science.

Instruction in all of these courses is given both by recitations and by lectures.

A student taking a literary course will be permitted to substitute, at the discretion of the faculty, studies offered in one or another of the technical courses for a portion of the required work during junior and senior years. Such a student will receive the literary degree at the end of the fourth year. If he then desires to pursue the remaining branches in the technical course, he may receive the appropriate degree as soon as this is completed. The amount of additional time thus occupied will be probably from one and a half to two years, depending upon the courses selected and the diligence of the student.

It is believed that the benefit from such a combined course, which unites the advantages of literary training with a professional course, will recommend itself to many persons, and that the maturer condition of the student when he approaches his later work will enable him to make better use of the opportunities then afforded him.

GRADUATE DEGREES.

M. A.—The faculty will recommend for the degree of master of arts any candidate, otherwise properly qualified, who, after taking at this university the degree of bachelor of arts, shall pursue, for at least one year at this university, or two years elsewhere, a course of liberal study prescribed by the faculty in at least two departments (under at least two professors), pass a thorough examination in the same, and present a satisfactory thesis.

M. S.—The faculty will recommend for the degree of master of science any candidate, otherwise properly qualified, who, after taking at this university any degree in the school of technology, shall pursue, for at least one year at this university, a course of study prescribed by the faculty in at least two departments (under at least two professors), pass a thorough examination in the same, and present a satisfactory thesis. Graduates of the Latin-scientific course, or of that of science and letters, are permitted to study in absentia for the degree of M. S., subject to the same restrictions as those prescribed for candidates for the degree of M. A.

The theses presented by candidates for graduate degrees shall be retained by the university.

Applicants for either of these degrees will be required to complete the prescribed work within the allotted time. Special action of the faculty is required for any extension of time.

While the class room and the laboratory furnish plenty of work for the ambitious man, there are other voluntary agencies for more independent investigation. There the principles underlying each science and the methods of sound analysis are applied in papers or other work. Thus the several departments have their societies for such practice.

In the school of technology, the Chemical and Natural History

Society dates from 1871. The Engineering Society, founded in 1873, is doing a wide range of work. The Mining Club, established in 1883, discusses subjects falling within its province. The Electrical Engineering Society, which was formed in 1887, devotes its attention to its speciality. The students in the course in architecture have an organization also. The collections made by these societies are beginning to have real value.

In like manner the literary students have two debating clubs, the Agora and the Forum, which are open to both schools, and the Classical Club, which dates from 1889 and furnishes a species of proseminar for classical work.

While considering the various intellectual elements of Lehigh student life we must not omit to mention the publications of the college.

The oldest of these is the Epitome, which has been issued annually since 1875. For nine years it was in the hands of the sophomore class, but since then the editors have been elected by the juniors. It comes out toward the close of the summer term and is intended to summarize the doings of the year then closing.

The Lehigh Burr was established in the fall of 1881. At present it appears every ten days in term time. It is a literary journal, and the best talent of the student body is selected to edit it.

In January, 1895, a new periodical appeared, the Brown and White. This is designed to chronicle the current news, and is published twice a week.

Number of students each year.

1866-67	40	1880-81	112
1867-68	50	1881-82	144
1868-69	70	1882-83	187
1869-70	76	1883-84	249
1870-71	49	1884-85	307
1871-72 (also 49 preparatory stu- dents)	72	1885-86	321
1872-73 (also 44 preparatory stu- dents)	73	1886-87	365
1873-74 (also 24 preparatory stu- dents)	111	1887-88	401
1874-75	119	1888-89	383
1875-76	113	1889-90	418
1876-77	111	1890-91	414
1877-78	81	1891-92	527
1878-79	90	1892-93	569
1879-80	87	1893-94	527
		1894-95	499
		1895-96	415
		1896-97	365

XIV.

LINCOLN UNIVERSITY, LINCOLN UNIVERSITY, PA.

Lincoln University is in Chester County, Pa., one-half mile from Lincoln University Station on the Philadelphia and Baltimore Central Railroad. That part of Chester County in which the university is situated is notably free from malarial and pulmonary diseases. The institution is well removed from associations which tend to prevent high literary attainments and hinder the formation of a high moral character.

The first charter of this institution was granted by the State of Pennsylvania, under the title of "Ashmun Institute," in 1854. In 1866 the title was changed by amendment of the charter to "Lincoln University." The theological department was, by another change of the charter in 1871, placed under the control of the General Assembly of the Presbyterian Church.

The property of Lincoln University consists of land, buildings, endowments, and apparatus.

LAND.

Seventy-nine acres in Lower Oxford Pa.

BUILDINGS.

The chapel.—The Mary Dod Brown Memorial Chapel contains an audience room for Sabbath services capable of seating 400 persons; a prayer hall for daily use, communicating with the chapel by sliding frames, and two class rooms similarly connected with the prayer hall.

University Hall is designed exclusively for recitation purposes. It is heated by steam throughout. Its ventilation has been carefully regarded. The chemical and physical rooms are in the basement, and have concrete floors rising toward the rear to give a full view of experiments. They are furnished with water pipes and chimney ventilation. Provision has been made in them for the preservation of the valuable apparatus of the university, and for experimental instruction in these departments of natural science. This building is directly opposite the chapel, and with it presents an imposing appearance at the entrance to the campus.

Livingstone Hall is for commencement assemblies, and will seat 1,000 persons.

Ashmun Hall contains dormitories for students.

Lincoln Hall contains dormitories for students and the janitor's apartments.

Cresson Hall contains dormitories for students and the library and reading room.

Houston Hall contains dormitories and study rooms for the theological students and the room for the Theological and Missionary Society.

There are nine residences for the professors.

AIMS.

Among the instrumentalities through which the friends of the negro may convey to him the blessings of education, Lincoln University especially deserves the confidence of the Christian public. She was the first to enter this field. Lincoln University was chartered to give a liberal scientific, classical, and theological education to colored youth of the male sex in 1854, six years before the war which resulted in emancipation. A liberal Christian education was the policy adopted by Lincoln University for the elevation of our colored population before the body of them became freedmen.

We are still doing a large share of the higher work. Worthy applicants are knocking at our doors, eager for the benefits here afforded. To the extent of our resources we turn no worthy man away who desires an education for the sake of the good he can do with it.

It is certain that colored men will exert a large and, it may fairly be assumed, a controlling influence in forming and directing the currents of opinion and the gulf-stream movements of industrial, social, educational, and religious progress among these increasing millions of our population. It can not be reasonably expected that their leaders should guide them along the lines of the common life of our whole people unless they are themselves educated, their principles established, and their opinions molded in intelligent, conscious, and consenting harmony with the public life of the nation.

Their wise friends will not attempt to force their education into narrow channels while the education of the more favored classes as conducted in our colleges and seminaries of learning is constantly expanded by an almost boundless generosity. To withhold the means of their liberal education while we lavishly use them for the education of others will arouse the suspicion that we design to keep them in an inferior position by fitting them for an inferior office. The trusted leader of colored troops would have to be drilled in all the tactics of modern warfare, and the leaders of this unorganized, agitated army of colored thinkers, who are now meditating how they will vote and what they will undertake, equally need to be drilled in all that makes thinking exact and safe. If their leaders are to cooperate with the leaders of this nation, they must be helped into agreement with them by a similar education.

It is the purpose of the trustees and faculty of Lincoln University to communicate without stint and without delay all the advantages of a liberal scientific, classical, and Christian education to such young men according to our means and ability, in the conviction that this is fair to them, that their needs are the same as ours and that as God has given them the ability to acquire all the parts of such education, making no difference between them and us in natural endowments, so He will give them grace to use the power which accompanies education for the enlightenment and moral elevation of their own people and for the highest good of our whole people.

RESULTS.

More than 500 young men have been sent out from the preparatory department and from the lower classes of the collegiate department, many of whom are engaged in important positions as teachers in the Southern States.

Four hundred and ninety-five have been graduated from the collegiate department, after a course of instruction extending through four and in many cases seven years. Most of these graduates are engaged in professional and educational labors in the Southern States.

Two hundred and sixteen of the students of Lincoln University have received ordination as ministers in Evangelical Protestant denominations.

Thirteen of our students have gone to Africa as missionaries of the cross. Three young men from Liberia are now in the university.

XV.

MADISON COLLEGE, UNIONTOWN.

By Rev. G. T. REYNOLDS.

Madison College at Uniontown, Fayette County, owed its existence to the earnest desire of the ministry of the Methodist Episcopal Church to provide educational advantages for the children of the membership under their care. It was the third collegiate institution which the Methodists attempted to establish, its predecessors being Cokesbury College, at Abingdon, Md., and Augusta College, at Augusta, Ky.

Uniontown, during the closing years of the last century and the opening years of the present, was a prominent place in Methodist life. In the endeavors to plant schools it was early selected, and Bishop Asbury in 1792 founded there a seminary to be known as Union Academy, placing it under the management of the Rev. Charles Conaway, who was in charge of the district in which Uniontown was located. In 1794 in the appointments of the conference Union school is given, and opposite it the name of the Rev. John K. Reynolds. It is supposed that he taught the classics, while the Rev. William Wilson had charge of the English branches. But little is known of the history of this school, which was held in an addition built to the Methodist Church, but it doubtless prepared the way for Madison College.

The Pittsburg conference of the Methodist Episcopal Church was organized in 1825, and at the first session a motion was adopted looking to the establishment of a seminary in the bounds of the conference, and the Rev. H. B. Bascom was chosen to secure the necessary funds. At the next session of the conference he presented his report, which, being adopted, led to the founding of Madison College. In accordance with the report a committee was appointed to make arrangements. It consisted of the Revs. H. B. Bascom, Asa Shinn, John Waterman, and Thornton Fleming, Mr. Charles Avery, of Pittsburg, and Messrs. John M. Austin, Thomas Erwin, and Henry Ebbert, of Uniontown. The members of the conference were instructed to solicit funds for the support of the institution. In 1827 the college commenced work with the following faculty: The Rev. H. B. Bascom, president and professor of moral science; the Rev. Charles Elliott, professor of languages, and the Rev. J. H. Fielding, professor of mathematics. President Madison, after whom the college was named, donated \$2,000 to purchase the land on which was erected the building, a plain two-story brick structure. With its charter the college

received the property of Union Academy, to which the State had given \$2,000, and in 1828 the legislature made a further grant of \$5,000. The charter empowered the trustees to establish an agricultural department, and some steps may have been taken toward this end, but they were not allowed to compel the students to work against the wishes of parents or guardians. Dr. Bascom remained at the head of the college for two years and then resigned to accept the agency of the American Colonization Society. This same year at the session of the Pittsburg Conference it was resolved that the members of the conference undertake the support of the professor of languages, the Rev. Charles Elliott being the incumbent of that chair, and they paid him a salary of \$600 annually. The munificence of this action will be apparent when we remember that many of the preachers in those days received salaries of less than \$100 a year. In 1831 the Rev. J. H. Fielding was made president, and the Rev. H. J. Clarke was appointed to a professorship. In 1832 the college suspended, the conference having entered into arrangements to take Allegheny College under its control.

The men who composed the faculty of the college afterwards attained prominent positions. The first president, Dr. Bascom, was one of the recognized orators of the first half of the present century, pronounced by Henry Clay the finest natural orator that he had ever heard. An itinerant preacher at 17, deprived of educational advantages in youth, he yet made such use of his opportunities that he took a prominent place in the rank of scholars. At 27 he was elected chaplain to Congress. In the division of the Methodist Episcopal Church on the slavery question he wrote the protest of the minority and adhered to the Southern branch. He subsequently edited the Southern Quarterly Review and was a bishop of the church at the time of his death, in 1850.

Dr. Charles Elliott was connected with other colleges as professor and president, was editor at different times of three church papers, and was the author of several books of note. Dr. J. H. Fielding was active in educational matters, and Dr. H. J. Clarke became president of Allegheny College. It is not recorded whether or not a class was formally graduated from Madison College while it was under the control of the Methodist Episcopal Church, yet among the undergraduates were some that afterwards attained to some degree of prominence. The celebrated Bishop Simpson was a student here, having traveled on foot from his home in Ohio to avail himself of the privileges of the new school. During the greater portion of the time he was in attendance he served as a tutor. Dr. William Hunter, well known as a hymn writer, biblical commentator, college professor, and church editor, was another student. Others there were who left their impress in the molding of church and society in western Pennsylvania and eastern Ohio.

After Madison College passed out of Methodist hands it was taken in charge by the Cumberland Presbyterian Church. Its presidents were Dr. J. P. Wethee, Dr. Andrew Ferrier, and Dr. Cox. In 1841 it reported 131 students, and in 1852 a local newspaper spoke of it as being in a very flourishing condition. It led, however, an uncertain existence, and about 1854 was transferred to the Methodist Protestant Church. Four years later the building was sold by the sheriff and served in turn the purpose of a female seminary, an academy, and a soldiers' orphan school.

On the history of Madison College the following may be consulted: Bishop Asbury's Journals; General Minutes of the Methodist Episcopal Church; Madison's Works, III, 585, 596, 597; Ellis's History of Fayette County; the Reports of the Superintendent of Public Instruction; Crooks's Life of Bishop Simpson; Simpson's Cyclopaedia of Methodism; Bioren's Laws of Pennsylvania, IV, 489; Pamphlet Laws of 1827, of 1827-28, 121, and of 1862, 199; Brunson's Western Pioneer, I, 362-363.

XVI.

MERCERSBURG COLLEGE.

[September, 1865, to October, 1880.]

By Mr. JACOB HEYSER.

Mercersburg College is in reality only one link in the history of the educational interests of the Reformed Church in the United States, which for a long period had their local habitation in the beautiful mountain village of Mercersburg, Franklin County, Pa.

Since 1835, the year in which the Reformed Church located her classical and theological schools there, Mercersburg has been an educational center for a large section of country in which the denomination wielded a positive influence.

In 1836 the classical school was converted into a full college and chartered under the name of Marshall College, an institution that did noble work for the cause of higher education. For reasons of a purely financial character which seemed satisfactory at the time, but which have since appeared to many as having sprung from a shortsighted policy, the college was removed in 1853 to Lancaster, Pa., and united with Franklin College, founded in 1787, under the name of Franklin and Marshall College. The theological seminary, however, remained at Mercersburg. From this time on a preparatory school was maintained with varying success, under the name of Marshall Collegiate Institute, which in 1863 was conducted by Charles G. Fisher and S. S. Miller, students in the theological seminary.

At this time Henry Harbaugh, D. D., and E. E. Higbee, D. D., professors in the theological seminary, saw with pain the great loss that the church was sustaining for the want of proper educational facilities in this section. After many earnest consultations with leading elders and prominent ministers, the subject was formally presented to the classis of Mercersburg at its annual meeting held at Shippensburg in 1865. The classis was urged to secure the old Marshall College property at Mercersburg, then owned by certain citizens of that town, for the purpose of establishing an institution of learning adequate to the needs of the church. This proposition met with the approbation of the classis, and at a special meeting held at Bedford in August, 1865, a board of control was elected, consisting of Revs. H. Harbaugh, D. D.; T. G. Apple, D. D.; P. S. Davis, D. D.; W. E. Krebs, and C. Cort, and Elders A. B. Wingerd, D. Zeller, and J. P. Reed. The property was purchased for \$6,500, including the philosophical apparatus, and Mercersburg College was formally opened September 26, 1865, with Rev. Thomas G. Apple, D. D., as president.

A liberal charter was obtained from the court of common pleas of Franklin County October 30, 1865, "for the education of youth in the learned languages, the arts, sciences, and useful literature." The "board of control" was changed in its title to the "board of regents of Mercersburg College." Rev. Dr. Harbaugh was president of the board until his death in December, 1867, when Dr. Apple was chosen as his successor, and continued in the office until his withdrawal from the institution in 1871.

The college was well patronized from the beginning, having 100 students the first year, which number was increased afterwards. Each year added to its usefulness. A new impulse was given to the general operations of the church in what was then the southern portion of the synod of the United States. The eastern part of the synod, however, gave the enterprise no encouragement. On the contrary, a decided hostility was manifested in some quarters. This first showed itself openly by an avowed determination to remove the theological seminary from Mercersburg, "where its permanent location had been solemnly promised," to Lancaster. This purpose was accomplished in 1871, and, as one writer says, "the solemn pledge of the Reformed Church was thus shamefully violated." The seminary property was leased to the board of regents of Mercersburg College for a term of ninety-nine years at the nominal rental of \$1 per annum. Dr. E. E. Higbee at once resigned his professorship of church history in the seminary, and Dr. Thomas G. Apple was elected to fill the vacancy thus created. To accept this position he resigned the presidency of the college, and was dismissed to Lancaster classis the same year. Dr. Higbee was then elected president of the college and threw himself heart and soul into the work. But even his magnificent attainments and incomparable qualifications, coupled with a tireless energy and a singularly unselfish devotion to the cause that lay so near to his heart, were insufficient to relieve the situation of the financial embarrassment and the lack of adequate moral support under the stress of which the institution continued to labor.

The large area of territory covered by the Synod of the United States rendered it unwieldy, and the expediency of dividing it was earnestly advocated by the southern portion. After a struggle of six or more years a new synod was organized in 1873, under the name of the Synod of the Potomac. This synod was expected to take the aggressive in mission work in Virginia and southward. Everything was favorable to the movement, but the lack of ministers greatly impeded the progress of the work proposed. At that time there were a number of young men from that section pursuing their studies in Mercersburg College who were anxious to enter that field as missionaries. This much it is necessary to know in order to understand the action of the board of regents in organizing a post-graduate course in theology, which was done in 1873. The synod did not seem to appreciate the movement, and yet the catalogue of 1874-75 shows 100 stu-

dents in attendance, of which number 29 were from Maryland and Virginia and only 3 from outside the bounds of the Potomac Synod. The post-graduate course was, within the limits of its design, successful, and well-trained young ministers soon began to supply missions in Maryland, Virginia, and Mercersburg Classis. Dissatisfaction, however, still continued, and the catalogue of 1876-77 shows only 65 students in attendance.

In the fall of 1880 the board determined to make a last appeal to the synod, then about to convene at Woodstock, Va. At that session President Higbee made an earnest plea for aid, showed the work the college had done, pointed to the improved condition of the church in that section since its organization, and entreated the synod not to let this work stop. In vain. The appeal was successfully resisted, one of the opponents remarking that Mercersburg College had failed and therefore should be closed. To which Dr. Higbee sorrowfully replied: "It may be that not Mercersburg College, but the Synod of the Potomac has failed." Thus the doors of Mercersburg College were closed in October, 1880.

Many members of the synod were doubtful of the wisdom of this action and have since learned to regret it. The college had graduated 63 students, of whom 25 entered the holy ministry, and by their works have proved themselves worthy of the sacred office they fill.

It is only by looking back and judging of the quality of our work by its effects that we are able to estimate its value. In this view the work of Mercersburg College, from its organization to its close, was of the highest value to the cause of sound learning and to the best interests of the church. Had the synod measured up to the broad spirit of its mission, the Reformed Church in southern Pennsylvania, Maryland, and Virginia would be much stronger in her membership to-day and wield a wider and more powerful influence for good.

From first to last special attention was given to the development of Christian character, under the direct nurture and admonition of the church. Besides the particular instruction, which included lessons on the life of Christ, Christian cultus, church confessions, and Christian ethics, the college constituted a regularly organized congregation, served by members of the faculty as pastors. Regular catechization was maintained, the festivals of the church year were religiously observed, and the sacraments administered. The students were thus brought under the direct power of the church, and enjoyed full pastoral care during that important period of life which is filled out in attendance at college.

Two flourishing literary societies, The Washington Irving and The Marshall, were maintained, and constituted an important factor in the work of the college.

A scientific association was also established, and did excellent supplementary work in the department of natural sciences.

The college and society libraries had grown to very respectable dimensions and were steadily increasing. The literary societies also supported reading rooms in connection with their libraries. A good beginning had been made in the establishment of a cabinet of natural sciences.

The expenses were: For boarding, tuition, room (unfurnished), and fuel, \$200 per annum; tuition for day scholars, \$45 per annum; contingent fee, \$5 per annum.

The following professors filled the regular chairs of the faculty at different periods in the short history of the institution:

Rev. Thomas G. Appel, D. D., graduate of Marshall College and Theological Seminary of the Reformed Church.

Rev. E. E. Higbee, D. D., graduate of the University of Vermont and Theological Seminary of the Reformed Church.

John B. Kieffer, A. M., Heidelberg College and Theological Seminary of the Reformed Church.

Joseph H. Kerschner, A. M., Franklin and Marshall College, Theological Seminary of the Reformed Church.

Adolph F. Bechdolt, A. M., Lafayette College.

Rev. Jacob B. Kerschner, A. M., Pennsylvania College, Theological Seminary of the Reformed Church, and University of Berlin.

George N. Abbott, A. M., University of Vermont.

M. M. Garver, A. M., Cornell University.

Rev. George F. Mull, A. M., Mercersburg College, post-graduate course in theology, and University of Leipsic.

Justus F. W. Scheffer, a native of Germany, and educated there.

A number of tutors were employed from time to time to assist in the preparatory department.

The enforced closing of Mercersburg College in October, 1880, was only of temporary duration. In September, 1881, its halls of learning were reopened under the provisions of the original charter. The president is Rev. George W. Aughinbaugh, D. D., who had previously served as president of Heidelberg College at Tiffin, Ohio, and of Palatinate College, at Myerstown, Pa. He is assisted by a competent corps of teachers. The number of students is again on the increase from year to year. Thus far the students have been carried forward as far as the sophomore class in the regular college course. Various special departments of instruction are maintained. Coeducation is successfully practiced. By individual effort and a more liberal spirit on the part of the Synod of the Potomac the indebtedness of the institution is gradually being liquidated. Taking everything into careful consideration there is good reason for believing that the college will eventually be fully rehabilitated, so as to be enabled to take its proper place among the regular colleges of the State and do its full part toward the accomplishment of the perfect work of higher education.

XVII.

MORAVIAN COLLEGE AND THEOLOGICAL SEMINARY.

By Prof. J. TAYLOR HAMILTON, D. D.

On the 3d of October, 1807, the Theological Seminary of the Moravian Church in America was opened at Nazareth, Northampton County, Pa., Profs. Ernest L. Hazelius and John C. Beckler, both graduates of the theological seminary at Niesky, Prussia, being in charge. The former afterwards became professor in the Lutheran institutions at Hartwick, N. Y., Gettysburg, Pa., and Lexington, S. C. From 1813 to 1820 a temporary break in the history of the seminary must be noted, but since the latter year it has carried on its work without material interruption.

In 1838 a removal to Bethlehem, and in 1851 a retransference to Nazareth, with a removal in 1855 to Philadelphia, mark an era of fluctuation, until in 1858 it found a permanent home in Bethlehem, Pa.

For a considerable term of years a preparatory classical department had existed, originally in connection with Nazareth Hall Boarding School. This preparatory department, by a development of its curriculum, now became a college, and in April, 1863, the institution was incorporated, by act of the legislature of Pennsylvania, under the title of "The Moravian College and Theological Seminary." The members of its faculty were now the following: Rev. Lewis F. Kampmann, president, and Revs. William C. Reichel, Lewis R. Huebener, and William H. Bigler, M. A. In 1864 President Kampmann retired, and was succeeded by Lewis R. Huebener, who in turn gave place in 1867 to Bishop Edmund de Schweinitz, S. T. D. In 1885, on his retirement, Rev. Augustus Schultze, D. D., a professor since 1870, was appointed to the vacancy, and is still in office. He lectures on systematic theology, the history of Israel, and exegesis of the New Testament, and religion (in the classical department), besides being professor of Hebrew and German. The faculty is further constituted as follows: Rev. J. Taylor Hamilton, D. D., resident professor and secretary of faculty, lecturer on practical theology and on the history of the Moravian Church, and professor of church history, general history, and Greek; Henry A. Jacobson, M. A., lecturer on comparative religions and professor of Latin, mathematics, mental philosophy, English literature, chemistry, and physics; Rev. William Bade, M. A., Ph. D., professor and lecturer on introduction to the Old and New

Testaments, the exegesis of the Old Testament, Hebrew, Latin, English literature, biology, and German; Rev. G. A. Schwedes, instructor in Greek; and George B. Hynson, special lecturer on voice culture, elocution, and oratory; Peter Boquill, physical instructor.

In the year 1892 a new site was occupied in the northern part of the borough of Bethlehem, a town block being now set apart for the purposes of the institution. Here a handsome stone building, with a frontage of 110 feet and a depth of 56 feet and four stories in height above the basement, was completed in this year. It contains recitation rooms, offices, society hall, library and museum rooms, and study and bed and bath room accommodations for the students, and received the name of "Comenius Hall" in memory of the well-known Moravian bishop and educator of the seventeenth century. Of massive Romanesque style, Comenius Hall is heated by steam furnished from a plant of capacity sufficient to heat the entire group of new buildings. Water, gas, and electricity are also provided throughout. Its situation is exceptionally fine, commanding noble views to the east, south, and west. In addition to study and bedroom (communicating, a suite for two students), the students have the use of a gymnasium and a workshop thoroughly equipped with carpenters' tools.

Next year the synod of the Moravian Church transferred the trusteeship of the college and seminary from the ex-officio care of the governing board of the Moravian Church in the Northern States, the "provincial elders' conference," to thirteen trustees elected by the synod and representing the four districts of the Moravian Church in the North, in conjunction with five advisory members, representing the Moravian Church in the South. In this same year a handsome chapel, 48 by 50 feet, like Comenius Hall, built of Potsdam sandstone and in architectural harmony with the larger structure, was presented by Mr. and Mrs. Ashton C. Borhek, of Bethlehem, in memory of their deceased daughter, Helen Stadiger Borhek. With a seating capacity of from 200 to 250, it is handsomely furnished in oak and is lighted by beautiful memorial windows of stained glass. Artificial light is supplied by a handsome gas and electric chandelier of polished brass. Later, Mr. and Mrs. Borhek added a pipe organ, with water motor, and having a capacity of eleven stops, thus giving the students exceptional facilities for the cultivation of the art of music.

Fronting on Monocacy street, to the west, the refectory, a brick building, three stories in height, with basement in addition, contains the dining hall, kitchen, sewing room, storerooms, laundry, house-keeper's and servants' rooms, and a complete and comfortably arranged infirmary for the care of the sick. This infirmary occupies the entire third story, and, consisting of five wards, convalescent room, nurse's room, kitchen, and bathroom, affords ample facilities for the isolation of any case of infectious disease.

At the northwest corner of the grounds is the house of the resident professor, a pleasant two-story brick building.

Thus equipped the faculty and trustees felt equal to a further development of the curriculum. A Latin scientific course, optional for students with other purposes in view than preparation for the ministry, was planned. Its provisions went into force at the opening of the fall term in 1896.

The course of study is therefore a twofold one in the four years of the college curriculum. French, higher mathematics (calculus), biology, analytical chemistry, and law are optional in place of the Greek, Hebrew, and church history, which form part of the regular course. For all Latin (Sallust, Livy, Virgil, Cicero—orations and epistles and *De Natura Deorum* and Tacitus—annals, Germania, Agricola and histories, and Latin prose composition); geometry, trigonometry, and surveying; German, history, archaeology, rhetoric, elocution, English literature, astronomy, geology, zoology, logic, political economy, psychology, ethics, and religious instruction are obligatory. The regular classical course includes Greek (Xenophon, Homer, Herodotus, Plato—*Apology*, *Crito*, *Phædo*; Sophocles—*Œdipus Rex*, *Antigone*, *Electra*), Greek philosophy and literature, and Greek prose composition; the Greek of the New Testament—I and II Thessalonians, Philippians, James, and Philemon; Hebrew—grammar and syntax, Genesis, Exodus, Joshua, Judges, I Samuel or I Kings, selections from the Psalms and the Minor Prophets, and written exercises; and church history to the Reformation.

The theological course, practically begun during the fourth classical year, covers two years. It includes introduction to the Old and New Testament, the History of Israel, the Exegesis of Isaiah and of the Minor Prophets, Exegesis of the Synoptic Gospels, St. John's Gospel and the Epistle to the Romans; general church history since the Reformation, the history of the Moravian Church; systematic theology, homiletics, pastoral theology, liturgics, church polity, German, and the study of comparative religions. Instruction is also given in vocal and instrumental music—piano or organ; and a students' orchestra and a glee club offer special facilities for the prosecution of the musical bent. The Comenian Literary Society affords particular opportunity for improvement in declamation, oratory, and debate; and an additional stimulus has been annually given by the foundation of the "John Beck Oratorical Contest," since 1891, through the liberality of James M. Beck, esq., of Philadelphia, an alumnus of the class of 1880. A prize competition in German has also been established.

The Moravian College and Theological Seminary possesses a productive endowment of \$114,519. Its commencement was made in 1825, when Mr. Godfrey Haga, of Philadelphia, bequeathed the sum of \$20,000 for this purpose. Since then the fund has grown mainly

through comparatively small gifts and legacies. The largest individual presentations were the Eliza Richardson (Yoder) benefaction (of Bethlehem), amounting to \$27,574, and received during the years 1882 to 1885, and the legacy of Mr. Albert Eberman, of Lancaster, amounting to \$25,000, received in 1890. The income from the endowment is not sufficient to cover the annual outlay for board and tuition, which may be estimated at \$9,000. Annual collections throughout the congregations of the American Moravian Church are therefore taken, in order to supplement the primary source of support. Candidates for the Moravian ministry receive board and tuition gratuitously, but sign an agreement binding them to serve the church in return. Sound physical health, good moral character, and a thorough knowledge of the common branches of an English education, including algebra, and an acquaintance with the elements of Latin and Greek are required as conditions of admission. There are at present 34 resident students and 3 nonresident.

The library of the institution contains about 7,000 bound volumes, besides many pamphlets and periodicals, and is especially rich in theological works and in books relating to the history, doctrine, and ritual of the Moravian Church. The museum, though of recent date, embraces a valuable herbarium, rich especially in mosses, many specimens being from the collection of the well-known botanist Louis David de Schweinitz, Ph. D.

Since the year 1884 an alumni association, the object of which is to further the interests of the college and seminary by contributions and moral support, has taken a lively interest in the prosperity of the alma mater. *Vivat, crescat, floreat.* The board of trustees is at present constituted as follows: Rev. J. Max Hark, D. D., president, Bethlehem, Pa.; Rev. Charles Nagel, vice-president, Philadelphia, Pa.; Joseph A. Rice, secretary, Bethlehem, Pa.; Rev. Paul de Schweinitz, treasurer, Bethlehem, Pa.; Bishop E. A. Oerter, Bethlehem, Pa.; James M. Beck, esq., Philadelphia, Pa.; Archibald Johnstone, Bethlehem, Pa.; Robert H. Brennecke, Watertown, Wis.; George W. Cole, Staten Island, N. Y.; Abraham C. Prince, Bethlehem, Pa.; Frank C. Stout, Bethlehem, Pa.; Rev. W. Strohmeier, Lakemills, Wis.; Rev. W. H. Vogler, Indianapolis, Ind.; Rev. A. Schultze, D. D., LL. D., Bethlehem, Pa.; Rev. J. Taylor Hamilton, D. D., Bethlehem, Pa.

Advisory members: Rt. Rev. Edward Rondthaler, D. D., Salem, N. C.; Henry T. Bahnson, M. D., Salem, N. C.; Rev. J. H. Clewell, M. A., Salem, N. C.; Rev. J. E. Hall, Friedberg, N. C.; John W. Fries, Salem, N. C.

XVIII.

MUHLENBERG COLLEGE, ALLENTOWN.*

By Rev. E. S. OCHSENFORD.

Muhlenberg College, located at Allentown, Pa., was founded in 1867 by the Evangelical Lutheran Ministerium of Pennsylvania and adjacent States. Already before the Revolutionary war Henry Melchior Muhlenberg, patriarch of Lutheranism in America, and his faithful colaborers made efforts to establish a school of higher education for Lutherans in Pennsylvania. Various circumstances prevented the plan from being carried out during his lifetime, but the Ministerium of Pennsylvania, organized by Muhlenberg and others in 1748, was never unmindful of its founder's cherished plan. When, therefore, Pennsylvania College was to be established at Gettysburg, Pa., its members entered zealously into the work, thinking that in this way a college center might be gained for its constituency. The course of events, however, during a quarter of a century, enabled the leading minds of the Ministerium to see that in this way its educational work could not be properly and successfully carried on. The remoteness of Gettysburg from the Ministerium's center of population and wealth had from the beginning been regarded by many as a serious objection to it as a place of education for its membership, and in reality had the effect of greatly limiting the number of students from its territory, the proportion being one student to every 2,000 members. It was evident to those interested in the prosperity of the church that so small an attendance of students would not develop the educational interests of the Lutheran Church in eastern Pennsylvania as the necessities of the church and the welfare of the community required. But this was not all. A far more weighty cause that led to the establishment of a Lutheran institution of higher Christian education east of the Susquehanna was the peculiar state of affairs which resulted from the establishment of the Theological Seminary in Philadelphia by the Ministerium of Pennsylvania in 1864, and the organization of the General Council in 1867.

When, in 1866, the Ministerium of Pennsylvania left the General Synod and in the following year took a leading part in the organization of the General Council, the necessity was providentially forced upon it to establish a college in its own territory in order to prepare

*This sketch was prepared, at the request of President Seip, by the Rev. S. E. Ochsenford, of Allentown, Pa., an alumnus of the college, and the editor of the "Quarter-Centennial Memorial Volume."

students for the Theological Seminary in Philadelphia. To have young men prepared in other institutions in which the peculiar wants of the Lutheran Church were wholly unknown and whose religious principles were foreign to those of the Lutheran Church would be injurious rather than helpful to the future prosperity of the church. The result of all this was the establishment of Muhlenberg College, and thus, about a century after Muhlenberg's attempt at a similar work, to carry out his long-cherished plans. The college was named in honor of this man who had done so much during his busy and self-denying life for the proper organization and development of the Lutheran Church in Pennsylvania.

The causes having been given which led to the establishment of Muhlenberg College, we are prepared to present a brief sketch of its history. It has taken the place of the Allentown Seminary, founded in 1848 by Rev. C. R. Kessler, of the Reformed Church. The Rev. S. K. Brobst, a Lutheran clergyman, was specially interested in the enterprise, since he looked upon it as furnishing educational facilities for the young men of the Lutheran Church in and around Allentown. The school prospered and continued under the name of the Allentown Seminary until the year 1864, when it was incorporated as the Allentown Collegiate Institute and Military Academy, possessing collegiate powers and privileges. Under this charter it continued its operations as a classical school until the year 1867, when the entire property passed into the hands of members and friends of the Ministerium of Pennsylvania and the charter was amended so as to meet the new requirements, and the institution started out in its wider field of operation.

From the very beginning of the existence of the institution as a classical school, many of the pastors and laymen of the Lutheran Church at Allentown and vicinity were its warmest friends and hearty supporters. The attention of the Ministerium had thus been frequently directed to it, with a view of securing it for its use. Committees were from time to time appointed who were charged with the duty of looking after the educational interests of the church in the Allentown Seminary, and the school was frequently recommended to the churches. Many public-spirited citizens of Allentown, in and outside of the Lutheran Church, were anxious to secure the benefits of a higher institution of learning for their young city and cooperated most earnestly and efficiently with the Lutheran pastors in the effort to enlist the interest of the Ministerium in the establishment of the college. A stock company was formed for the purchase of the property and the management of the institution by a board of trustees, one-third of whom were to be elected by the Ministerium. The charter having been amended, the new board of trustees took charge of the institution on April 4, 1867. Since 1877 all the trustees are elected by the Ministerium.

The first action of the new board of trustees was the election of a president of the college. The board unanimously elected the Rev. F. A. Muhlenberg, of Gettysburg, Pa., president of the new college. After having at first declined the position, he finally accepted it. His acceptance was exceedingly gratifying to the friends of the new enterprise. "His ripe and accurate scholarship, his long and successful experience in teaching for twelve years in Franklin College, at Lancaster, and seventeen years in Pennsylvania College, at Gettysburg, his eminent personal character, exhibiting the various noble qualities of an honorable Christian gentleman, his kind but firm disposition, and the fact that he was a worthy son of noble sires, with a name distinguished in the history of our church and country, marked him out as the man for the place, capable not only of occupying, but also of dignifying the position."

In the meantime the board of trustees began its work of arranging the building for the larger field of operation to which it was in future to be devoted. The property of the new college consisted of 5 acres of valuable land in the city of Allentown, the old Livingstone mansion, which had been enlarged and now forms the east wing of the college building, the west wing, erected in 1851, and the central building, erected in 1854, the entire building presenting a front of 130 feet, the central building being 4 and the wings 3 stories high. These extensive buildings were remodeled and arrangements were made for the erection of a new building 5 stories high and 100 feet long, to be attached to the central building.

On Tuesday evening, September 3, 1867, the board of trustees, the faculty-elect, the clergy, the mayor and city council, students, invited guests, and citizens of Allentown formed in procession at St. John's Lutheran Church and proceeded to the court-house, where President Muhlenberg and the professors-elect were inaugurated. The following day the corner stone of the new building was laid by President Muhlenberg with appropriate ceremonies, the service being attended by a large concourse of people. Recitations began in the several departments on September 4 under favorable auspices and with arrangements for a full number of hours for all the college classes. The number of students during the first year was 161.

The faculty as at first constituted consisted of the following: Rev. F. A. Muhlenberg, D. D., president and professor of Greek, mental and moral science, and evidences of Christianity; Rev. E. J. Koons, A. M., vice-president and professor of mathematics, astronomy, and physics; Rev. W. R. Hofferd, A. M., professor of Latin; Rev. S. Philips, A. M., professor of rhetoric, logic, English literature, and political economy; Rev. J. F. Fahs, professor of history; Rev. H. N. Riis, professor of German; T. C. Yeager, M. D., professor of chemistry and botany; and Rev. T. L. Seip, A. M., principal of the academic department and assistant professor of Greek.

Dr. Muhlenberg administered the affairs of the college until the year



Front view.



Rear view.

MUHLENBERG COLLEGE.

1876, and during the first years of his connection with the institution met with success. The number of students was as large as could reasonably be expected in a community surrounded by other institutions of higher education. True, the finances of the new college were not as satisfactory as the friends of the college desired, the annual income being insufficient to meet the wants of the institution. This was also undoubtedly the cause of frequent changes in the faculty during the first years of the existence of the college. The purchase of the property and additions to the building caused a heavy debt, which rested heavily on the institution. In a word, the college lacked the necessary financial support and soon reached a crisis. Its financial burden, which had increased from year to year, had become so great that many of the best friends of the college despaired of its ability to survive. The financial panic of 1873 and the consequent stagnation of business in the great iron industries of the Lehigh Valley and of business in general very seriously impaired the prospects of the college, both in its income and the number of students. True, a large part of the endowment fund and several thousand dollars for current expenses had been secured through the personal efforts of the president, but the amounts secured were insufficient to pay the accumulating interest and other current expenses. Efforts were therefore made to secure a financial agent, and after repeated failures Prof. T. L. Seip consented to act in this capacity, being temporarily relieved of his regular duties. He entered upon this work in February, 1876, and continued his labors until June of the following year. He visited many individuals of means and also many congregations of the Ministerium, presenting the wants of the institution in public and private, and endeavored to arouse a new interest in its behalf. His efforts were not in vain, for he succeeded in securing about \$33,000 for the endowment fund and current expenses. Besides, he succeeded in arousing a new interest in the college in the congregations of the Ministerium, and so was instrumental in increasing the number of students. The prospects of the college again assumed a brighter appearance. The people had learned of its wants and work, and with brighter prospects in financial matters its prospects both for increased support and additions to the number of students also increased.

The institution, however, met with a serious loss in the resignation of President Muhlenberg, September 11, 1876, who accepted the Greek professorship in the University of Pennsylvania. This action was deeply regretted by all who felt an interest in the college and who knew President Muhlenberg's worth and self-sacrificing labors in behalf of the institution that bears his honored name. "This regret was expressed at the time in terms highly complimentary to him, both in the public press and in the official resolutions of the board of trustees and the faculty, whose honored head he had been for nearly ten years."

On October 11, 1876, the Rev. B. Sadtler, D. D., who had been very successful as principal of Lutherville Ladies' Seminary, was elected to the presidency of the college, and entered upon the duties of his office in January, 1877. He was inaugurated in St. John's Lutheran Church, Allentown, May 28, in the presence of the assembled synod, the trustees, faculty, and students, and a large concourse of citizens. During Dr. Sadtler's presidency very few changes occurred either in the faculty or the external management of the institution. Early in June, 1879, the gratifying intelligence was received that Hon. Asa Packer, president of the Lehigh Valley Railroad Company and the munificent benefactor of Lehigh University and St. Luke's Hospital, at Bethlehem, had left a bequest of \$30,000 to Muhlenberg College. By the action of the board of trustees this fund was set apart for the endowment of the "Asa Packer professorship of the natural and applied sciences." The Ministerium of Pennsylvania, at its meeting in Lancaster, 1880, resolved to raise \$25,000 for the endowment of a German professorship. The Rev. W. Wackernagel was elected to this professorship and was charged with the duty of securing funds for the endowment of this chair. Subsequently, however, arrangements were made to secure his salary by annual contributions from individuals and congregations until such a time as sufficient funds could be secured to complete the endowment of the German professorship. In the same year Professor Seip secured from Messrs. James K. Mosser and Thomas Keck, a firm well known for its generous and intelligent interest in every good work, a cash endowment of \$20,000 for a Greek professorship. This gift was a pleasant surprise to the board of trustees and the friends of the college and was gratefully accepted by the board at a special meeting held July 20, 1880. This fund has since then been increased by the generous donors to \$30,000 and has been set apart as the "Mosser and Keck professorship of the Greek language and literature." During the same year a bequest of \$2,000 was received from the estate of E. J. Deininger, of Reading, for the endowment fund of the German professorship.

In the year 1885 another important change occurred, in the resignation of President Sadtler, caused by failing health. His resignation was accepted June 25, 1885. This vacancy was filled by the election of Rev. Theodore L. Seip, D. D., to the presidency of the college, at a special meeting of the board held for this purpose on November 5 of the same year. Dr. Seip had been identified with the institution from the beginning of its existence, as principal of the academic department, professor of Latin, financial agent, and professor of Greek, and was therefore in every way qualified to occupy the position to which the board elected him. Dispensing with the formal election by ballot, the board elected him "by acclamation." He had become familiar with the affairs of college by his long and active connection with the faculty and was in every way fitted to be placed at the head

of the institution. His fine scholarship and executive ability were well known to the friends of the college, and all were exceedingly gratified at his election and his acceptance of the position. His inauguration took place in St. John's Church, January 6, 1886. He at once began the reorganization of the affairs of the institution, and with the cooperation of the other members of the faculty and the financial agent, Rev. C. J. Cooper, appointed in 1886, set measures on foot to remove the debt and increase the financial resources of the institution. Muhlenberg College, under Dr. Seip's able administration, has begun to show new life. There has been a greater influx of students from various parts of the territory of the ministerium and beyond its boundaries. About \$40,000 have been collected, through the agent, toward the liquidation of the debt, several new scholarships have been endowed, the buildings renovated, and the teaching facilities increased. The college is in a better financial condition than it has ever been. The able manner in which its finances are managed enables the institution to meet all its current expenses without an annual deficit, and the prospects for removing the entire debt in the course of a few years are encouraging. The number of the students in 1891-92 was 140. The faculty as originally constituted has undergone numerous changes during the twenty-two years of the existence of the college, and during this time eminent scholars and educators have been connected with the institution. The following constitute the present (1892) faculty: Theodore L. Seip, D. D., president and professor of moral science and Mosser-Keck professor of Greek; Davis Garber, Ph. D., professor of mathematics, astronomy, and meteorology; Matthias H. Richards, D. D., professor of English and mental and social sciences; William Wackernagel, D. D., professor of German and history; Rev. J. A. Bauman (1873), A. M., Asa Packer professor of the natural and applied sciences; George F. Spieker, D. D., professor of Hebrew; Stephen A. Repass, D. D., professor of Christian evidences; Henry Herbert Herbst (1878), M. D., professor of physical culture, and George T. Ettinger (1880), Ph. D., professor of pedagogy and associate professor of Latin. The latter three were added to the faculty in 1892. The academic department was reorganized in 1884, and is at present under the care of Professor Ettinger, as principal, and Ephraim S. Dieter, M. E., and Rev. Frank C. Oberly (1889), A. M., as assistant instructors.

The board of trustees, during the twenty-five years of the existence of the institution, has included in its numbers many of the most prominent citizens of Allentown, as well as prominent laymen and clergymen from other parts of the territory of the ministerium. The present officers of the board are: George F. Spieker, D. D., president; Rev. Samuel A. Ziegenfuss (1870), secretary, and Rev. Charles J. Cooper, treasurer and financial agent. During the year 1892, according to the direction of the board of trustees, the college celebrated its

quarter-centennial, with appropriate exercises, in connection with the regular annual commencement exercises. In commemoration of this event a memorial volume was published under the title, "Muhlenberg College; a Quarter-Centennial Memorial Volume, being a history of the college and a record of its men." Edited by Rev. S. E. Ochsenford (1876).

From this brief outline of the history of Muhlenberg College it is evident that this institution, like many others of the same character, has not been without struggles; but through the struggles of its early years it has developed strength, and by the work already accomplished it has demonstrated its right to exist. Its resources have been gradually increased until at the present time its endowment amounts to \$134,000, exclusive of the buildings and grounds, which are valued at \$100,000. It owns 29 scholarships at \$1,000 each, which are used for the benefit of its students. The institution has three libraries, one belonging to the college and one to each of the two literary societies, cabinets of minerals, and a fair equipment of chemical and philosophical apparatus. A college journal, "The Muhlenberg," has been published since 1883.

Muhlenberg College aims to furnish a thorough Christian education, and embraces in its curriculum religious instruction, philosophy, ancient and modern history, literature, the classics and modern languages, mathematics, the natural and applied sciences, and such other branches as belong to a complete course of liberal education. Its 311 graduates are scattered over the States and Territories of the United States, and some are found in foreign countries; very many of them are laboring for the welfare of their fellow-men in the office of the ministry, while others are following honorable careers in the professions of teaching, law, and medicine, or are engaged in successful business enterprises.

The faculty as constituted in 1902 is as follows: Theodore L. Seip, D. D., president and professor of moral science and Mosser-Keck professor of Greek; Rev. J. A. Bauman, Ph. D., professor of mathematics, astronomy and meteorology; S. E. Ochsenford, D. D., professor of English and mental and social science; Wm. Wackernagel, D. D., professor of German and history; Philip Dowell, Ph. D., Asa Packer professor of natural and applied sciences; George T. Ettinger, Ph. D., professor of Latin and pedagogy; Stephen A. Repass, D. D., professor of Christian evidence; Rev. Jacob Steinhæuser, professor of Hebrew; Henry Herbert Herbst, M. D., professor of physical culture; John Lear, M. D., instructor in biology. In the academic department: J. Richmond Merkel, B. S., A. M., principal and instructor in languages and science; Howard S. Shimer, A. B., instructor in mathematics.

The trustees have recently purchased fifty acres of land on which they propose to erect new and commodious buildings for the institution.

XIX.

PENNSYLVANIA COLLEGE, GETTYSBURG.

By Prof. JOHN A. HIMES, A. M.

In preparing this sketch I have abridged the history, using for the most part the very language, written in 1882 by President Milton Valentine for the Pennsylvania College Book. For many facts from 1882 to 1892 I am indebted to a sketch prepared by Prof. E. S. Breidenbaugh for *The Spectrum*, a college annual. The later facts have been gathered from catalogues.

Pennsylvania College was founded in 1832. Six years before, in 1826, the Theological Seminary of the General Synod of the Lutheran Church had been established at Gettysburg. The need of a classical school to prepare young men for theological study was soon felt. To meet the want such a school was begun under the direction of Rev. D. Jacobs, A. M., in 1827. In 1829 a scientific department was connected with it under the care of his brother, Rev. M. Jacobs, A. M., and the name of the school was changed to that of the Gettysburg Gymnasium.

The number of students and general prosperity of the gymnasium encouraged its friends to enlarge the institution and place it on a permanent basis as a college. A charter was therefore obtained from the State April 7, 1832. In accordance with the provisions of this charter, the institution was organized on the following 4th of July under the style and title of "Pennsylvania College of Gettysburg."

The original corporators, 25 in number, had the corporate title of "The Patrons of Pennsylvania College in Gettysburg, in the county of Adams," and were authorized to elect from time to time, from their own number or elsewhere, a board of 21 trustees. A board was chosen on the day of organization and at once proceeded to the election of the first faculty, constituted as follows: S. S. Schmucker, D. D., professor of intellectual philosophy and moral science; E. L. Hazellius, D. D., professor of the Latin language and German literature; Rev. H. L. Baugher, A. M., professor of the Greek language and belles lettres; Rev. M. Jacobs, A. M., professor of mathematics, chemistry, and natural philosophy; Rev. J. H. Marsden, A. M., professor of mineralogy and botany.

From the scanty records left us it seems that the institution began with 3 juniors, 8 sophomores, 12 freshmen, and 40 preparatory stu-

dents. The first president, Rev. C. P. Krauth, was appointed April 15, 1834, and the first class, 3 in number, was graduated September 18, in the same year.

The college was founded without any public grants of money, lands, or other property, depending on the personal contributions of its patrons and friends and the encouragement and aid expected from the church under whose auspices it was established. Subsequently, however, on application of the board of trustees, and chiefly through the disinterested and earnest exertions of the Hon. Thaddeus Stevens, then a representative of Adams County in the State legislature, with the cooperation of other friends of education, an appropriation of \$18,000 was obtained for the institution from the State. The act of appropriation, February 6, 1834, granted the college \$3,000 in June, 1834, and \$3,000 annually thereafter for five years. Later additional aid was received, raising the whole amount to \$24,500.

A modification of the charter took place in 1850 under an act of the legislature incorporating Franklin and Marshall College, Lancaster. In 1787 a college had been founded at that place under the name of Franklin College under a board of trustees, one-third of whom were to be of the Lutheran Church, one-third of the Reformed Church, and the remaining third from other denominations of Christians. The act of the legislature transferring one-third of the value of the real estate of Franklin College to Gettysburg provides that the fund thus paid over shall be permanently invested by the board of trustees of Pennsylvania College "for the support of a separate professorship in said institution, to be styled 'the Franklin professorship.'" It also provides "that the Lutheran trustees of Franklin College shall be added to the existing trustees of Pennsylvania College, who shall together constitute the board of trustees of Pennsylvania College, and shall hereafter perpetuate their own number by a new election when any member vacates his seat by death, resignation, or nonattendance for three successive years," and repeals "so much of the charter of Pennsylvania College as is inconsistent with the twelfth and fourteenth sections of this act."

By this modification of the charter a number of important changes were effected in the organic law of the institution. First, the corporate body, chartered as the Patrons of Pennsylvania College, by which the board of trustees were elected from time to time for a limited term of office, ceased; second, the board of trustees became a self-perpetuating body, filling vacancies in its own number by elections whenever they occur from the three causes mentioned; third, the number of trustees was increased from 21 to 36; fourth, the right of nominating for the incumbent of the Franklin professorship was fixed in the Lutheran Synod of Pennsylvania. In 1880 the synod relinquished the right of nomination to the Franklin and the German professorships, and also transferred the funds of the latter chair to the college treasurer.

DEVELOPMENT OF THE CURRICULUM.

The curriculum has been distinguished by no features that can properly be called peculiar. The course of study was from the first arranged after the best recognized standard of American collegiate education. It was meant to embrace in well-balanced combination thorough classical, literary, mathematical, and scientific instruction. It has never been so committed to any special theory of education as to forbid the adoption of new methods or the introduction of new studies as promptly as their advantages became manifest. An honorable grade of preparation has always been required for entrance, the collegiate year has not been reduced to the minimum, steady work on the part of the student is needed to maintain his class standing, and a high degree of order and system in the instruction has prevented waste of time and energy.

The Franklin professorship, already mentioned, was the first to rest upon an endowment. In 1854 the necessary funds for a German professorship were reported as collected under the supervision of the Pennsylvania Synod. In 1864 two new professorships were endowed, one of the English language and literature, by John E. Graeff, of Philadelphia, and the other of natural sciences, by the Ockershausen brothers, of New York. In 1868 the Pearson professorship was founded by a bequest in the will of Davis Pearson, of Philadelphia. In 1888 the professorship of intellectual and moral science was provided for by a bequest from William Bittinger, of Abbottstown, Pa. In 1889 the Dr. Charles H. Graff professorship of physical culture and hygiene was endowed, and in 1892 the Amanda Rupert Strong professorship of the English Bible was established by James Strong, of Philadelphia.

In 1880 a course of study leading to the degree of B. S. was introduced. This corresponds very closely to the course for which Ph. B. is given at other institutions. In 1891 elective studies to a limited extent were introduced into the junior and senior years. Since then the curriculum has been slowly expanded in this direction. Graduate courses of study leading to the degree of Ph. D. are offered by the college, and this degree is no longer conferred *causa honoris*.

Attempts have been made to establish professional schools in connection with the college, but without permanent success. The flourishing Theological Seminary at Gettysburg, though closely identified in interest with the college, has no organic union with it except such as is involved in the right of the theological students to attend without charge the lectures of the college professors. On a motion of Mr. Thaddeus Stevens in 1839, the board began a movement to establish a law department in the institution. Hon. Daniel Durkee, of York, was elected as the professor. His removal to Gettysburg, though not essential, was represented as desirable. Judge Durkee, however, failed to accept, and the law department never became a reality.

From 1839 to 1861 the institution included a medical department in Philadelphia. The faculty consisted of six or seven professors, and the number of students was at one time as high as 140. Financial difficulties and the withdrawal of Southern students at the beginning of the war put an end to this department in the fall of 1861.

BUILDINGS AND EQUIPMENT.

The first building used by the college was one erected by the citizens of the town, aided by an appropriation of \$2,000 from the State, in 1810. The building, after being used for various educational purposes, came into the possession of the college, and was sold in 1844. The first building on the present college grounds was completed in 1838, at a cost of \$18,000, and was used thereafter for rooms for students and all other college purposes. In 1847 the Linnaean Hall, costing about \$6,000, was dedicated. Stevens Hall, for the preparatory department, was completed in 1869, at a cost of about \$25,000. Other buildings followed, including professors' houses, a gymnasium, and an observatory. In 1889 a building for recitation rooms, library, museum, and society halls was erected, at a cost of \$91,000. A contribution of \$15,000 from Lieut. Col. John P. Brua, United States Army, was made for the erection of Brua Chapel, which, with its furnishings, cost \$20,000. Important changes in the other buildings, at a sum far exceeding their original cost, were made in connection with the introduction of steam heat.

The number of volumes in the libraries, exclusive of several thousand unbound pamphlets, is about 24,000. The observatory has a telescope with a 6½-inch object glass and the necessary accompanying apparatus, including a transit instrument and a chronometer. The chemical laboratory is well equipped with the apparatus required for general and analytical chemistry. The apparatus for illustrating in physics is comparatively small, and a larger and better supply is desirable. The mineralogical cabinet contains 6,000 specimens, the metallurgical and lithological about 5,000, the botanical collection about 6,000. There are also beginnings in other branches.

In 1888 all departments of the college were opened to women, as the preparatory department had been opened some years earlier. There is no woman's dormitory, however, and the number matriculated is small. The first graduates were in 1894. The average standing of those thus far admitted has been above the general average of the college.

IN THE WAR FOR THE UNION.

Beyond the fact, common to all colleges of the country during the war, that many of the students went into the Army, a peculiar relation was sustained by this institution by its location at Gettysburg, occasioning some special experiences in connection with the great battle here fought.

At the time of the battle, though a majority of the students had

the week before entered the service of the United States, the college remained in session, and it was the thunder of cannon that caused an adjournment after the first recitation on the morning of the 1st of July. Former students were enlisted in both armies and several are recorded as having been killed on the familiar fields—one, a Confederate, Dr. Goodrich Mitchell, on the college campus where he had carelessly strolled eight or ten years before. One of the professors was roughly handled by the Confederates on account of a patriotic speech made to a company of enlisted students at their departure. It is asserted and generally credited that General Lee used the college cupola for observation on July 3. The college was filled with Confederate wounded and those waiting on them—probably not less than 500. Surgeons plied their work of amputation and dressing in the public halls and on the porches. For a quarter of a century the blood-soaked floors bore evidence of the use to which the building had been applied. For four weeks after the defeat and repulse of the enemy the building was kept thus by the Government as a hospital. Many of the wounded died and their bodies were buried on the college grounds, though their bones were removed after about ten years to Richmond, Va. Though wanton destruction seems to have been not at all committed, the building was much defaced, the furniture destroyed, the fences, etc., swept away. August 11, 1864, President Baugher, from the committee to secure indemnity for the damage to the college, reported to the board that \$625 had been received as rent from the United States Government and had been invested as part of the permanent fund—of course, to replace the expenditure in the repairs.

Alarms disturbed the school a number of times during the war and drew off students to the Army. When Lee crossed the Potomac in 1863 for his invasion of the loyal States, the faculty gave consent to the seniors, who were then near the time of their "senior vacation," that such of them as desired might go home and raise companies in their respective neighborhoods and report at Harrisburg. Some of them accordingly at once, June 16, 1863, left for their homes and entered the military service. At the same time, the excitement becoming stronger among the students generally, they determined to raise a company among themselves, in response to Governor Curtin's call for 50,000 men for the emergency. About 60, or a majority, of the college students and 4 from the theological seminary gave their names, and, together with some young men from the town, assembled on the college campus, organized the company, and offered their services to the governor. They were the first of the "emergency" troops to be mustered into the service of the United States.

When the regiment was made up, it was ordered to Gettysburg, and reached the place June 26. It had several encounters with the enemy, lost heavily in prisoners, inflicted a slight loss, it is said, on a

pursuing cavalry force, delayed the enemy's operations by engaging them in pursuit and search, and escaped to Harrisburg on June 28, having marched fifty-four out of sixty consecutive hours. The subsequent history of the Twenty-sixth "Emergency" Regiment was not important, but a monument commemorating its services has been erected by the State of Pennsylvania on a prominent angle in the town.

THE INSTRUCTORS.

The educational history of the institution is best summarized in the names of those who have been its presidents and professors. Though the college has reached its sixty-fifth year, it is yet in its fourth administration, and a large proportion of its regular professors have served for long periods of time, beginning in youth and continuing to advanced years. The title of the professorship seldom covers all the subjects the incumbent is expected to teach. At times when there appear to be vacancies in some of the chairs their duties are usually divided among those that remain. The professorship of intellectual and moral science has, since 1834, always been connected with the presidency, except that for four years, 1846-1850, intellectual science was taught by Professor Reynolds, and for two years, 1884-1886, by Professor Himes.

PRESIDENTS.

	Induction.	Retirement.
Charles Philip Krauth, D. D.	1834	1850
Henry Lewis Baugher, D. D.	1850	1868
Milton Valentine, D. D., LL. D.	1868	1884
Harvey W. McKnight, D. D., LL. D.	1884	.....

PROFESSORS.

	Induction.	Retirement.
Intellectual and moral science:		
Samuel S. Schmucker, D. D.	1832	1833
Greek language and belles lettres:		
Henry Lewis Baugher, D. D.	1832	1850
Greek language and literature:		
Francis Augustus Muhlenberg, D. D., LL. D.	1850	1867
Henry Louis Baugher, D. D.	1869	1880
Henry Eyster Jacobs, D. D., LL. D.	1881	1883
Henry Louis Baugher, D. D.	1883	1896
Rev. Oscar G. Klinger, A. M.	1896	.....
Latin language and literature:		
Ernest L. Hazelus, D. D.	1832	1834
William M. Reynolds, D. D.	1834	1850
Martin Luther Stoeber, Ph. D., LL. D.	1850	1870
Henry Eyster Jacobs, D. D., LL. D.	1870	1881
Rev. Philip M. Bickle, Ph. D.	1881	.....
German language and literature:		
Henry I. Schmidt, D. D.	1838	1843
Charles Augustus Hay, D. D.	1844	1847
Charles F. Schaeffer, D. D.	1856	1864
Rev. John F. Wilken, A. M.	1866	1868
Rev. Frederick W. A. Notz, Ph. D.	1868	1869
Adam Martin, D. D.	1869	.....
Mathematics, chemistry, and natural philosophy:		
Michael Jacobs, D. D.	1832	1866
Mathematics and astronomy:		
Luther Henry Croll, Sc. D.	1866	1889
Henry Barber Nixon, Ph. D.	1888	.....
Physics and astronomy:		
Rev. Philip M. Bickle, Ph. D.	1874	1881
Natural sciences:		
Alfred M. Mayer, Ph. D.	1865	1867
Victor L. Conrad, Ph. D., D. D.	1867	1870
Samuel P. Sadtler, Ph. D.	1871	1874
Edward S. Breidenbaugh, Sc. D.	1881	.....
Chemistry and mineralogy:		
Edward S. Breidenbaugh, Sc. D.	1874	1881

PROFESSORS—Continued,

	Induction.	Retirement.
English language and literature:		
Edsall Ferrier, D. D.	1866	1872
John A. Himes, A. M.	1873	.....
Physical culture and hygiene:		
George D. Stahley, A. M., M. D.	1889	.....
English Bible:		
El: Huber, D. D.	1892	.....
Civil engineering and architecture:		
Herman Haupt, A. M.	1837	1839
Mineralogy and botany:		
Rev. J. H. Marsden, M. D.	1832	1835
Lecturer on anatomy and physiology:		
David Gilbert, A. M., M. D.	1837	1851
Henry S. Huber, A. M., M. D.	1852	1865
Lecturer on zoology:		
John G. Morris, D.D., LL. D.	1843	1874

SPECIAL INSTRUCTORS.

H. Montanus, German and French	1850	1851
Rudolph W. Deininger, French and Hebrew	1853	1853
Charles W. Brecht, French	1854	1854
George F. Spieker, German	1864	1866
George S. Eyster, Ph. D., assistant in chemistry	1874	1877
Franklin Menges, Ph. D., assistant in chemistry	1887	1896
Clyde B. Stover, A. B., assistant in chemistry	1896	.....

•PRINCIPALS OF THE PREPARATORY DEPARTMENT.

Martin Luther Stoeber, Ph. D., LL. D.	1841	1855
Rev. Charles J. Ehrehart, A. M.	1865	1870
Rev. Solomon Sentman, A. M.	1871	1871
Hart Gilbert, esq., A. M.	1872	1873
Rev. P. L. Harrison, A. M.	1873	1877
Rev. John B. Focht, A. M.	1882	1887
Rev. Huber G. Buehler, A. M.	1887	1892
Rev. Oscar G. Klinger, A. M.	1892	1896
Rev. Charles H. Huber, A. M.	1896	.....

Besides these, there have been about 75 tutors in the preparatory department.

GRADUATES AND PRESENT STUDENTS.

Of the graduates, considerably more than one-half have entered the Christian ministry and have attained to honorable places in the Lutheran, Episcopalian, Presbyterian, Reformed, Congregational, Methodist, and other churches. The college has furnished presidents to the following institutions, and in some of them has been largely represented in their faculties: Wittenberg (Springfield, Ohio), Roanoke (Salem, Va.), Newberry (South Carolina), North Carolina (Mount Pleasant, N. C.), Muhlenberg (Allentown, Pa.), Thiel (Greenville, Pa), Carthage (Illinois), and Midland (Atchison, Kans.). It has given men of ability to medicine and law and, though not numerous, to the public service. The whole number of graduates is:

Bachelors of arts	1,012
Bachelors of science	32
Doctors of philosophy (not included above)	5

The number of students now in attendance (September, 1896) is: Seniors, 26; juniors, 34; sophomores, 38; freshmen, 62. The number in the preparatory school, which is usually much increased by additions during the second and third terms, is 59.

XX.

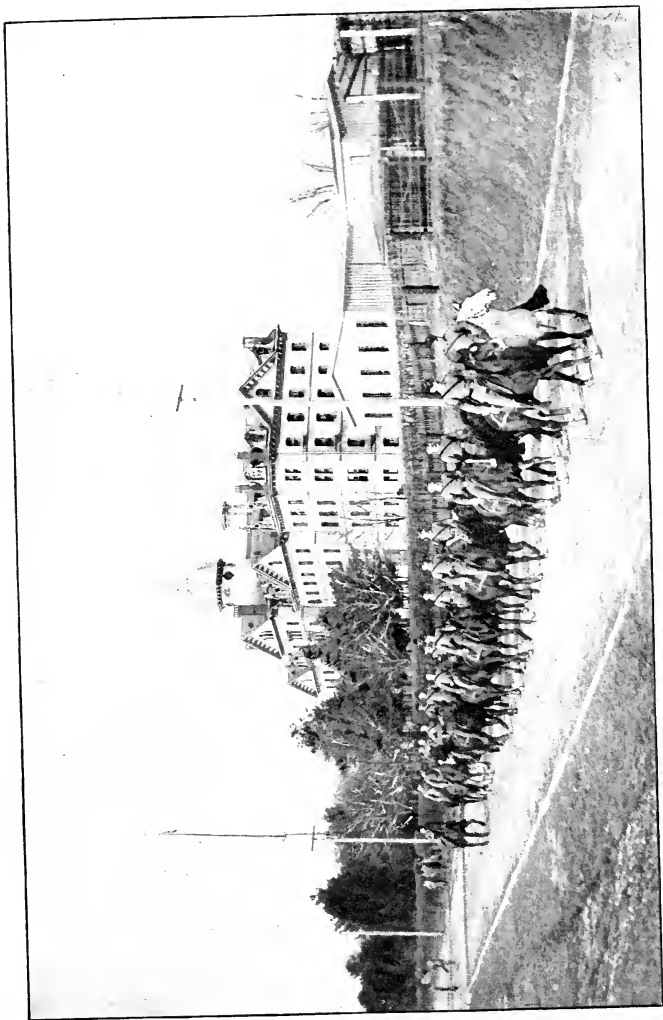
PENNSYLVANIA MILITARY COLLEGE, CHESTER.

By Pres. CHARLES E. HYATT.

By an act of assembly approved April 8, 1862, the Pennsylvania Military College was incorporated under the title of "Chester County Military Academy." On application of the board of trustees the court of common pleas of Chester County subsequently changed the name to "Pennsylvania Military Academy," and in December of 1892 the court of common pleas of Delaware County substituted the word "college" for "academy."

The charter, with the supplement, approved February 21, 1868, authorizes the conferring of all collegiate honors and degrees, and requires an annual report to be made to the governor of the Commonwealth of the scholarship, military proficiency, and deportment of the six cadets standing highest on the merit roll of the collegiate department. It empowers the State executive to grant to the president and the vice-president of the faculty, and to the adjutant on the staff of the commandant, commissions, respectively, of colonel, lieutenant-colonel, and captain of infantry, and further permits him to supply arms for the various drills, together with tents and other camp equipage.

The institution was first located at Westchester, Chester County, ex-Governor James Pollock being president of the board of trustees, and Col. Theodore Hyatt, president of the faculty. During the civil war it made a special feature of military instruction, and contributed to the Union forces many officers from its roll of students. Following the close of the war the Crozer Normal School property at Chester, Delaware County, was available, and its superior advantages for the conduct of scholastic work led to the lease of the premises. The new quarters were occupied in December of 1865, and the collegiate department at once began to take form. The institution now grew rapidly in public favor, and within two years citizens of Chester had organized a stock company, purchased a desirable site to the northeast of the city, and began the erection of a building for its permanent home. September of 1868 found the school established at its present location, and here the work of the seventh session was inaugurated under auspicious circumstances. Before three years had passed, an extension of quarters became necessary, and the north wing was added. At this time the department of the applied sciences was housed under the same roof as were cadet quarters—indeed, occupied the highest floor of the structure—and here it was the fire originated that entirely



PENNSYLVANIA MILITARY COLLEGE.

destroyed the main building on February 16, 1882. To the lasting credit of the honored founder let it be remembered in this connection that within twenty days thereafter work in all departments was resumed at the Ridley Park Hotel, 2 miles north of Chester, 136 cadets reporting for duty; and, further, that the session closed at the time announced in the circular with only six study days lost from its calendar. The energy and executive ability displayed by the president in this extraordinary emergency and the success that attended his efforts rank the record of that year as a triumph in the annals of education in this country. Upon the ruins of the first structure another began at once to rise. Enlargement and improvements made their demands upon the architect; and as it now stands it accommodates 150 students, together with the resident members of the faculty and of the military staff, and furnishes ample opportunity for the conduct of all scholastic work except that of the applied sciences. The laboratory, observatory, gymnasium, drill hall, riding hall, laundry, and stables complete the equipment of buildings, which occupy a commanding eminence overlooking the Delaware River and the adjacent country. The college property is upward of 20 acres in extent, and all the appointments are especially adapted to the needs of an institution conducted on the military system. The main building, of stone, is 217 feet long, 50 feet deep, and 4 stories high. The private rooms, each intended for the occupancy of two cadets, are located on the third and fourth floors. On the fifth floor are the drafting room, the engineering, mathematical, and other recitation rooms. On the first and second floors are the apartments for the general work of the institution, such as the mess hall, wash room, library, and assembly hall. The laboratory, situated about 60 feet from the main building, contains a lecture room seating 130 persons, analysis rooms for qualitative and quantitative analysis, and the assaying room. The Theodore Hyatt Memorial Observatory, a gray stone building of tasteful architecture, occupies the most elevated site within college limits. The astronomic equipment was contributed in memoriam jointly by the alumni associations, ex-cadets, and friends of the founder and first president of the institution.

The first class to complete an advanced course of study was that of 1867, the members of which were graduated as civil engineers. The degree of bachelor of arts was first granted in 1875, that of bachelor of science in 1878, and that of bachelor of architecture in 1888. There are now conducted three undergraduate courses of study—the civil engineering, the chemical, and the academic—each of which extends through four years and leads to the respective baccalaureate degrees. Master's degrees are granted in course to graduates that have taken the corresponding baccalaureate degree. The course in civil engineering includes pure and applied mathematics, the natural sciences, modern languages, rhetoric, literature, and drafting in graphics, stere-

otomy, and general engineering, together with extensive field and office work. The course in chemistry embraces organic and inorganic chemistry, mathematics (including calculus and mechanics), the natural sciences, modern language, rhetoric, literature, drafting in stereotomy, and more than two years' daily work in the laboratory, during which the student is practiced in analysis, determinative mineralogy, assaying, and organic synthesis. The course in art covers a wide range of Greek and Latin authors, mathematics from algebra to calculus, the natural sciences, mental, moral, and political science, rhetoric, and English literature. The preparatory department, although specifically intended to fit students for admission to the collegiate department, gives general instruction in the elementary English branches. Its curricula, technical and academic, outlines courses of study leading to collegiate work, but are so arranged as to prove of advantage also to the student that does not intend to take an advanced course.

The purpose of the military system is the conduct of educational work in a way directly promotive of individual power and efficiency. Military duty is not allowed to absorb time and effort disproportionate to its benefits, but, on the contrary, soldierly excellence is used to arouse and stimulate scholarly ambition. High-grade scholastic work is supplemented by a course of training that secures the best physical culture, impresses habits of neatness, system, and punctuality; schools in self-restraint, cultivates self-reliance, and educates to quick responsive action, obedience to law, and the exercise of authority under a consciousness of personal responsibility. The department is modeled after that of the United States Military Academy. The theoretical course, limited to the first and second classes, includes the study of the tactics and the elements of military science. The practical course, participated in by all cadets, consists of drills in infantry, artillery, and cavalry (optional) tactics, and in guard duty, inspections, and other exercises incident to a military establishment. The equipment of the department consists of breech loading steel guns, Gatling guns, mortars, United States cadet muskets, carbines, sabers, and pistols. There are also signal flags, heliographs, and appliances for hospital corps work.

In moral training it is designed that a strong religious, but not sectarian, influence shall prevail. To this end daily devotional exercises are conducted in the assembly hall, a weekly recitation is made in Bible, and on Sunday morning cadets attend divine service in the city. Sittings are held in churches of several denominations to meet as fully as possible the preference of patrons.

In fine the system of education employed at the Pennsylvania Military College is planned to enable young men to prosecute scholastic work, undergraduate and preparatory, under influences specially helpful to the development of well-rounded manhood.

XXI.

THE PENNSYLVANIA STATE COLLEGE.

By Prof. WILLIAM A. BUCKHOUT, 1868.

The Pennsylvania State College had its origin in the desire of many thoughtful citizens of the State to elevate the business of agriculture. Intelligent farmers joined with professional men in an effort to place the pursuit of agriculture on a higher and more scientific basis, and thus in some degree counteract the movement which took much of the best blood and talent from the farms into the uncertainties of commercial and professional life. They planned an institution which should dignify and elevate the farmer's occupation and contribute to the material and social well-being of the Commonwealth. If the State College, which finally crowned their plans with success, has become something more than an agricultural school, it has never lost sight of its original aim—the elevation of agriculture to the enriching and ennobling of the farmer's life.

THE FARMERS' HIGH SCHOOL.

The movement for the establishment of an agricultural school first took definite shape in "An act to incorporate The Farmers' High School of Pennsylvania," which was approved by the governor April 13, 1854. It is provided by the third section of this act "that the president and vice-presidents of the Pennsylvania State Agricultural Society, and the presidents of the several county agricultural societies which shall, at any time, have been organized more than one year, shall be ex officio members of and constitute the board of trustees, which said trustees and their successors in office are hereby enacted and declared to be a body politic and corporate in law, with perpetual succession by the name, style, and title of The Farmers' High School of Pennsylvania.

The board of trustees thus created was required to meet on the second Thursday of June following, at Harrisburg, "and proceed to the organization of the institution, and selection of the most eligible site within the Commonwealth of Pennsylvania for its location, where they shall purchase, or obtain by gift, grant, or otherwise, a tract of land containing at least 200 acres, upon which they shall procure such improvements and alterations to be made as will make it an institution properly adapted to the instruction of youth in the art of farming, according to the meaning and design of this act." The board of

trustees was also required to meet quarterly at the institution, and oftener if necessary. The course of instruction prescribed in the sixth section was "a knowledge of the English language, grammar, geography, history, mathematics, chemistry, and such other branches of the natural and exact sciences as will conduce to the proper education of a farmer." By the eighth and last section of this act it was made lawful for the Pennsylvania State Agricultural Society to appropriate out of its funds to the objects of this act the sum of \$10,000.^a

No organization ever occurred under this charter. The scheme in many particulars was impracticable. A corporation was created for the purpose of establishing and maintaining an agricultural school, without any capital stock, with no revenue, no contribution by the State, and no means of obtaining any funds except by the donations of private individuals and one existing corporation.

By an act approved February 22, 1855, this first charter of incorporation was repealed and another one granted, naming a smaller and more efficient body of trustees. The board of trustees soon organized and appointed a committee to select a location for the proposed institution. This committee, after a full and careful consideration of the various sites proposed, reported in favor of locating the institution upon a tract of 200 acres of land in Harris Township, Center County, offered for that purpose by the late Gen. James Irvin, of Bellefonte. The report of the committee was adopted by the board, and the donation of General Irvin accepted. The board of trustees soon afterwards purchased an additional 200 acres, adjoining the tract donated, for the price of \$12,000. Thus the proposed institution became the owner of 400 acres of valuable land in the midst of a fertile and prosperous farming region and near the geographical center of the State.

The location of the school was unique. The nearest railroad station was Spruce Creek, 22 miles away; the post-office was Boalsburg, over 4 miles to the east, and the mail came but three times a week. This isolation was not accidental. On the contrary, it was of set purpose. A cardinal point in the minds of the trustees was to have an institution remote from the attractions and allurements of city life,^b located upon a farm large enough to afford opportunity for every kind of farm labor, which was to be accounted of equal value with class-room instruction. The labor of students was also in part to pay their expenses, and in view of this the entire charge for board, room rent, tuition, etc., was fixed at \$100 per year. It is beyond dispute that these conditions were fully met in the location selected. The land was high and rolling, averaging 1,100 feet above tide, nearly midway between the

^aLaws of 1854, 342-344.

^bBy an act of March 17, 1859, the county court was prohibited from granting a license to sell intoxicating liquors within 2 miles of the school.

Juniata and the West Branch of the Susquehanna and overlooking a wide expanse of valley, the country to the east particularly being of exceptional fertility and agricultural importance. Upon every side rose mountain ridges of moderate elevation, which made a fitting frame to a varied landscape of unusual beauty and attractiveness.

It will be noticed that even by the act of 1855 the legislature gave nothing toward the expenses of founding this new institution of learning; as by the act of 1854 it authorized the State agricultural society to give \$10,000 for that purpose, and then left the board of trustees to beg whatever other funds they might need. The board having obtained subscriptions and donations, in addition to the land, amounting to \$25,000 toward the erection of suitable buildings, applied to the legislature in 1857 for aid. By an act approved May 20, 1857, the legislature appropriated \$25,000 absolutely and \$25,000 additional conditioned upon raising an equal sum by private subscription. This was subsequently done, and the trustees received from the State treasurer the \$50,000 thus appropriated. With these funds the building was commenced, and the western wing was completed and opened for the admission of students on the 20th of February, 1859. The project had attracted so much attention and received such favorable notice that a relatively large number of students applied for entrance. But the lack of suitable and sufficient accommodations—only about one-fourth of the projected building had been completed—and the crude condition of the farm and surroundings were serious obstacles to success.

PRESIDENT PUGH.

It was not until the close of 1859 that a president of the school was chosen in Dr. Evan Pugh, who had spent several years in special scientific study in German universities and in agricultural investigation with Lawes and Gilbert at Rothamstead. He fully espoused the ideas of the founders, and entered upon the work with great energy and enthusiasm. In his inaugural address, in 1860, he said:

It was my fortune to visit all the agricultural schools and colleges of importance and many of no importance during my six years' residence in Europe, and in none of them is the fundamental idea of thorough study and manual labor, together with the idea of the dignity of labor, maintained as it is at the present moment in the Agricultural College of Pennsylvania. * * *

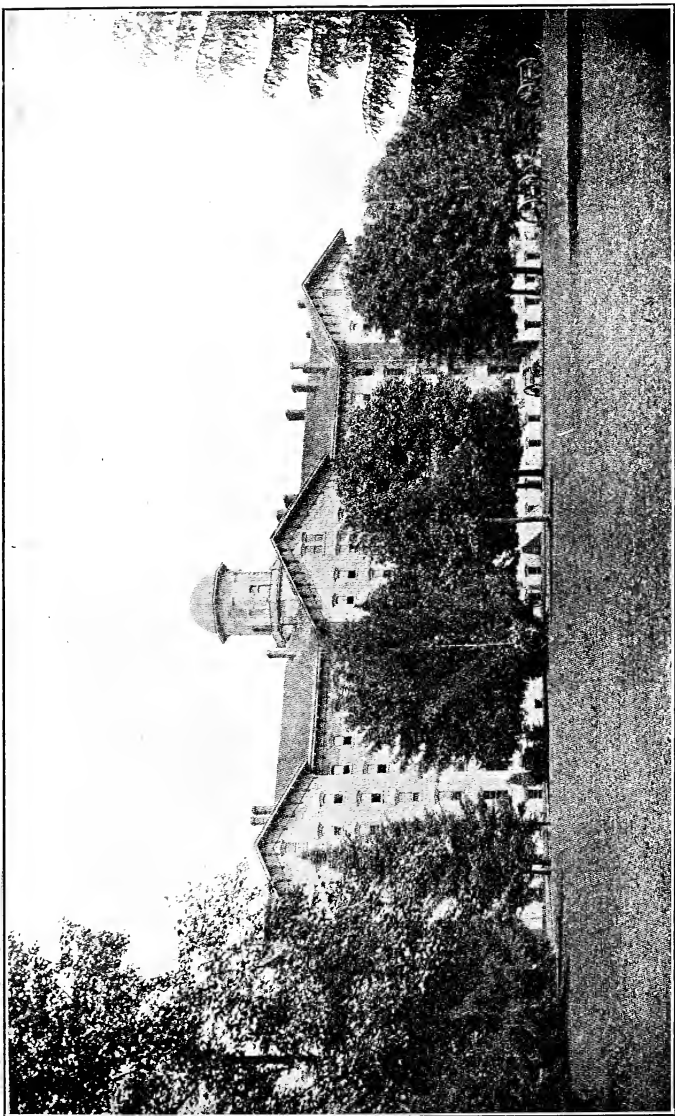
While Europe has failed, while America has not succeeded with a single example, and while our effort is watched with misgiving and doubt, let us resolve that it shall be proven here that Pennsylvania can solve this great question of combined labor and thorough study in an institution of learning.

The task proved to be no light one. Although two years had been given to the work of preparation on the farm and in the erection of buildings, neither the time nor the means were at all adequate, and the first years were passed in much discomfort and discouragement.

A further appropriation of \$49,900 by the legislature, made April 18, 1861, was solely for the completion of the elaborate building originally planned, and did but little, if anything, toward satisfying the pressing needs for the equipment of the departments of instruction. The failure of the contractor, through the stress of the times, produced a local irritation which was not allayed for many years, and the inability to provide means and apparatus for satisfactory instruction in practical agriculture, together with a growing dissatisfaction with the isolation of the institution, alienated many who had been the friends and promoters of the movement. There was but one course of study offered, and the school year was practically of but one session, beginning about the middle of February and ending early in December. Four classes were recognized. They were designated by numbers—first (senior), second, third, and fourth. Each student was required to perform three hours of manual labor per day, and assignments were made to particular parts of the farm or garden, as the season or weather permitted. There were also various special details, such as the care of animals, culinary, janitor, and other service in the college building, which were arranged on application to the president. The list of details was changed and published monthly, though it was no unusual thing for a student to retain the same detail for several months consecutively. The first class graduated in December, 1861, after spending three years in the institution. Their dissertations were chiefly upon chemical subjects, analyses of ores, fertilizers, etc., and showed the superior attractiveness and strength of that department. Up to this time the institution was known locally as the "Farm School," and legally as the "Farmers' High School of Pennsylvania." Desiring a name that would more distinctly indicate the grade and character of instruction which it was designed to offer, it was changed in 1862 to the "Agricultural College of Pennsylvania," and, in order to provide for students unable to enter the lowest college class, a preparatory department was organized. The civil war introduced another and distinct obstacle to the success of the young institution. Under the excitement and stimulus of the times many students entered the Army, and finally, in 1864, it became necessary to suspend all school exercises for more than four months. As a consequence no class was graduated in that year, and the continuity of work and plans generally were much interrupted.

THE LAND GRANT OF 1862.

In 1862 the now well-known Morrill bill passed Congress. By it the State of Pennsylvania was entitled to 780,000 acres of public land for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the States shall respectively



PENNSYLVANIA STATE COLLEGE—MAIN BUILDING.



prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

By an act of the legislature of Pennsylvania approved April 1, 1863, the State accepted this trust and pledged its faith to carry the same into effect. The sale of these public lands, however, was delayed and hampered by provisions in the act of acceptance, and by lack of provisions also, so that the sale was not completed until 1867, when the total proceeds were found to be \$439,186.80. Meanwhile there was sharp rivalry between the different educational institutions of the State, several of which considered themselves eligible to receive the benefit of this fund.

At a special meeting of the judiciary committee of the legislature at Harrisburg March 3, 1864, Dr. Pugh reviewed the situation as follows:

Several propositions in relation to this land scrip have been presented to the committee, which, so far as I understand them, embrace—

First. A proposition to divide the fund among three or four old institutions, letting each establish a professorship of agriculture and the mechanic arts and employ a teacher of military tactics.

Second. A proposition to divide it among a large number of literary institutions, involving the necessity of giving some to all that combine to apply for it.

Third. A proposition to establish a school of agriculture in one place, a school of mechanic arts in another, and a military school in a third.

He then proceeded to discuss these propositions, and concluded by saying that—

The land-scrip fund is not more than sufficient to endow one college, and hence should not be divided, and that it should be given to the Agricultural College of Pennsylvania until some other institution having a better claim upon it shall apply for it.

In a report upon a plan for the organization of colleges for agriculture and the mechanic arts, addressed to the trustees at about this time, President Pugh detailed the organization and equipment necessary for an industrial institution of the first grade which would be possible for the State of Pennsylvania to secure by appropriating the proceeds of the land-scrip fund to its existing agricultural college. He showed the resources of the more prominent American colleges, and displayed a grasp of the situation and a farsightedness which argued well for the success of the institution over which he presided. But unfortunately and most unexpectedly, for he was a young man of vigorous, even rugged, health, he was soon after stricken down in the midst of his labors and died in April, 1864. To his sudden and untimely death may be ascribed the check which the institution received and the chief reason for its want of success during the next few years. To the chair of chemistry, the only one at all well equipped, was called Dr. George C. Caldwell, the friend and associate of Dr. Pugh in Europe, while the presidency was filled late in the year by the election of Dr. William H. Allen, long associated with Girard College, in Philadelphia.

In 1864 the college building, the work upon which had been delayed and interrupted for various reasons, was finally completed and thrown open for the use of students.

In the report of that year the deficit in running expenses was found to be so great that the annual charge was increased to \$200, with the statement that it was hoped that when the endowment was secured there could be a return to the old rate.

Provision was made at this time for military drill, and the manual labor of one day was given up to make place for it. With the close of 1866 Dr. Allen retired and Gen. John Fraser, who had occupied the chair of mathematics for two years, became president. For some time there had been a growing feeling that the manual-labor system was not a success. While much work had been done, it was largely of the roughest kind of farm labor, acknowledged to be of but little educational value and carried on under circumstances not calculated to instill any love for agriculture in the minds of the students. Its advocates seemed unable to devise any means adequate to redeem it from the reproach into which it had fallen, and the time seemed ripe for a change.

REORGANIZATION.

By an act approved February 19, 1867, the entire proceeds of the Congressional land grant were appropriated to the agricultural college on condition that the trustees establish, conduct, and maintain in connection with the college three experimental farms—one near the college, one in the eastern, and one in the western part of the State—and \$43,886.50 was immediately set apart for that purpose. In anticipation of this action and the substantial financial basis which it was expected this new fund would furnish, several radical changes in the management of the institution had been recommended to and adopted by the trustees at their meeting in September, 1866. The character of these changes will appear from the following quotations:

The rule requiring every student to work three hours daily on the farm, having proved uniformly injurious to the financial and educational interests of the college, shall cease to be enforced at the end of the present term.

Provision was made for the voluntary labor of students and their payment therefor.

The physical exercise given by the three hours' labor rule will be fully replaced to the students of the college department by the daily military drill which will hereafter be required of them. The students of the preparatory department will be exercised one hour daily in a gymnasium which will be provided for their use. Agriculture will be taught as an experimental science, and will be placed under the care of a professor of agriculture, who will give instruction by means of books and lectures in the class room, numerous experiments on the farm, and agricultural excursions. Every student in this department will be required to assist in the work connected with the experiments and to record them in a memorandum book, which will be examined from time to time by his instructor.

The college year was divided into two terms of twenty weeks each, and the expenses were raised to \$260 per year.

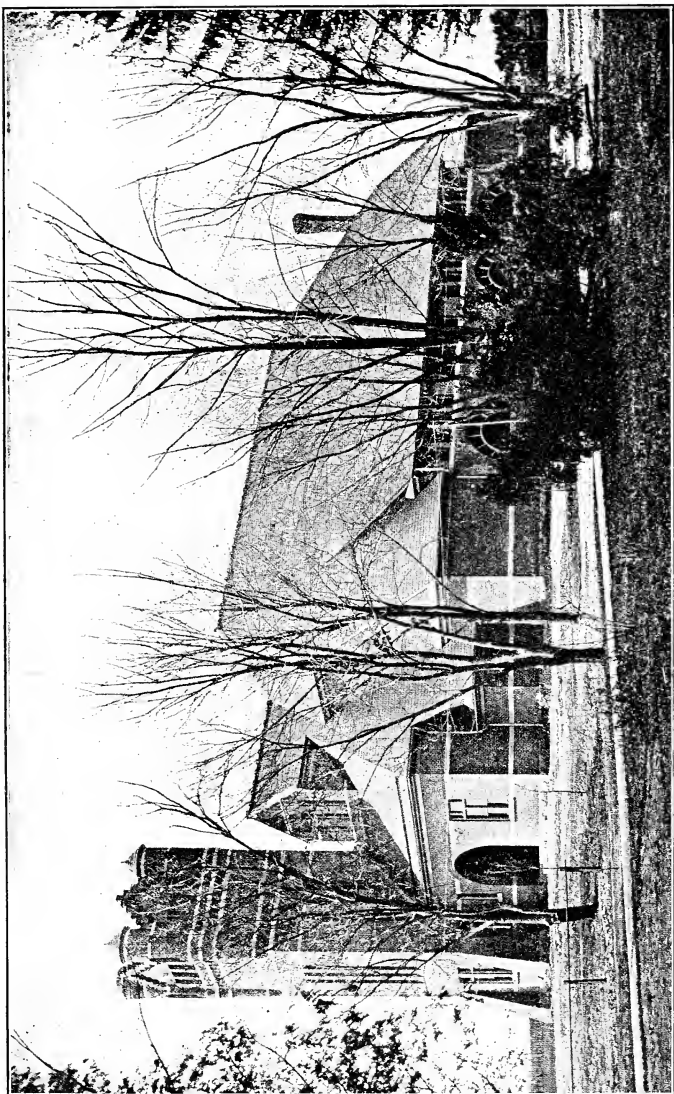
Three four-year courses of study were established—general science, agriculture, and literature. A graded system of military instruction was also adopted in connection with military drill, which all students were required to take unless excused because of conscientious scruples or physical disability. The faculty was increased in number, and a strong effort was made to secure young, energetic, and enthusiastic men of special fitness for their particular departments. Liberal provision was made for superintendence and instruction in the preparatory department, together with practice work in the various subjects of study. Such practical work and original investigation, here first called "practicum," had never before been systematically established except in chemistry. A course in mechanical and civil engineering and one in mining and metallurgy were projected and partially arranged for.

Notwithstanding the increased charges to students and the larger income the financial condition of the institution was not improved. The larger number of instructors and the various obligations incurred in the acceptance of the land scrip fund proved a serious drain upon the resources at hand. The number of students rapidly diminished, partly because of the increased expense, partly because of the higher standard of admission, and a lack of confidence in the stability of the college. No class had been graduated in 1867, and when, in June, 1868, the last of the old students passed out there were but few to take their places. The presidency was again vacated in this year, and several changes made in the interest of economy and retrenchment did not increase confidence in the future of the institution. When Dr. Thomas H. Burrowes, formerly State superintendent of public instruction, took the presidency in 1867 he was given full power to do what seemed to him wise in order to relieve the stress of the situation. He applied himself vigorously to the task and personally superintended the management of the farm as well as the work of instruction. He was especially active in putting the farm into first-class condition and in securing recognition from the farmers of the State. There was practically but one course of study maintained, and the old arrangement of sessions and vacations and the manual labor system were restored as being more in harmony with the surroundings. An "annual harvest reception" was held during the last four or five days of the spring term. During the forenoons the classes were examined, and while the professors and students were thus engaged the college and farm were open to the inspection of guests. In the afternoons military drill was given and newly invented implements and machinery tried.

In the evenings lectures were delivered by the faculty and others, and literary and social entertainment given by the students' societies.

A generous circular of invitation proffering free entertainment was sent out, but in the second year of its trial that which was long afterwards known as the "big day" brought so large and heterogeneous a body of visitors, many of whom had little knowledge of or interest in the institution, that the plan was modified and became a trial of farming implements, particularly reapers. Gradually this was done away with, as other times and places proved more satisfactory to the manufacturers. Early in June, 1871, and very shortly after Dr. Burrowes's death, Rev. Dr. James Calder became president. It was at this time that the privileges of the college were first opened to young women. On application to the faculty two were given provisional entrance and a resolution drawn up recommending this change to the board of trustees. The resolution was approved at the next meeting of the board. The studies were again cast into three courses: An agricultural, a scientific, and a classical. The number of students slowly increased, and for some time the average attendance during the year was about 150, including preparatory and music pupils, while from three to seven graduates were sent out each year. Up to this time the college had been conducted on the general plan of a boarding school. All students except those living in the immediate neighborhood roomed and boarded in the college building. About 1873 students began to live outside of the college, and in a short time the boarding department ceased to be maintained, though for some years thereafter private boarding clubs continued to use parts of the college building.

But little encouragement was given to associations other than the established literary societies and those of the most general character. Differentiation in courses of study had but just begun, and was more in name than fact, while community of life and method were marked on almost every hand. The means of access were somewhat improved, but Bellefonte, 12 miles distant, was the nearest available railroad station. No class was graduated in 1872, and the college year was then made to begin in August and end in July. In 1874 the name was again changed to the Pennsylvania State College. This change of name was considered needful because "agricultural college" not only failed to express the breadth of purpose contemplated by the laws under which the college received its endowment, but misled many as to its real character, leading them to suppose that it was alone for those who intended to be farmers. In 1876 the long vacation was changed from winter to summer, and the college was brought more nearly in line with the other educational institutions of the State than it had been at any previous time. The chief peculiarities were in the requirement of military drill and manual labor. The drill was carried on with comparative regularity and success. Uniforms were required, and for a time were worn at all public and general college exercises, and a regular system of guards and control was attempted. Military tactics became a part of the curriculum in 1875, but it was



PENNSYLVANIA STATE COLLEGE—ARMORY.

not until 1877 that an Army officer was detailed by the Government to take charge of the military department. Previous to that time it was under the care of some member of the faculty. The manual-labor system up to 1878 or 1879 was on substantially the same basis as in the earlier years, excepting that the junior and senior classes were not required to do other than their laboratory work. Students or classes were detailed for labor of particular kinds, according to the needs of the farm or garden. The superintendent of the farm and his foremen had charge of the work. The professors took but little part in it and had no responsibility in the matter. The poverty of its results was so apparent that it became a matter of frequent concern to the faculty, but it was not until after many conferences and reports from committees that a more satisfactory basis was established.

In this the aim was to undertake no labor of any kind which was not distinctly educational in its character, and when this end had been attained the student was to pass on to something else. There was to be no labor for the mere sake of labor; this was to be relegated to cases of discipline, where it was given as a punishment. The different sections, moreover, were to be under the superintendence and direction of the members of the faculty, to each of whom was assigned some particular line of "practicum" work. In this scheme the laboratory practice was accounted a part, and it was enlarged and extended so as to embrace work in physics, botany, and other sciences, not before treated in this way. It is obvious that this arrangement could but partially relieve the difficulty. The facilities and means of instruction, the apparatus and appliances necessary for carrying on the work, were not increased by it, and but meager funds were available for carrying out the plan thus devised. At the same time the courses of study were under revision, and the adjustment to their needs, which each year made more evident, was a matter of anxious and prolonged consideration by the faculty in committee and otherwise. In great measure it was an attempt to make one dollar go as far as two, and one man do the work of two. In those years of toil under discouragement and disadvantages, hardly possible to properly weigh at this time, there was kept steadily in view the obligations of the institution to the organic acts under which it had been established and was supported, and unusual care was taken to keep within the spirit of those requirements. Looking back upon that time, moreover, we may see all along the slow working out of the principles of industrial education in all of their ramifications as they became revealed by practical experience and needs. The greatest lack was in the line of mechanical work, for which special tools and shops were needed. The small beginnings of this work in a cramped, ill-lighted room in the cellar of the main building, with a few of the simplest tools only, and facilities for but a few students at a time, would appear ridiculous in comparison with the elaborate provisions

of later time, were it not that the difference lies not in the principles involved, but in the means and facilities for their illustration and demonstration.

This expansion of the ideas of general industrial education met with more real opposition than any other feature in the growth of the institution, an opposition none the less real because it was to a large extent covert, and often vacillating. It has been the fate of very many of the industrial colleges of this day to have fallen into the hands of and to have come under the patronage of men whose education and life have been so dominated by their classical environment and training that no other seems to them a real education. To such men industrial education means but the adding of so much of industrial work as the old-time courses of study will permit. Every step in industrial education has been in the face of such prejudice more or less openly displayed. Almost every new subject introduced has meant substitution for or crowding out of some other and older one long regarded as an essential to a liberal education. Progress under such circumstances is slow, and it is probably best that it should be slow, thus avoiding extremes and giving opportunity for each new step to prove its own inherent value and strength. Although the organic law relative to general industrial education was that under which the college received its support, and had been in force since 1868, the institution was for many years thereafter generally and locally known as the agricultural college, and three persons out of four looked upon it as a purely agricultural institution, the only object of which was to teach agriculture. This was made the more prominent in the eyes of the public because of the three experimental farms which had been established as aforesaid, and the management of which had given rise to much ill-feeling and acrimonious discussion. Much had been hoped from field experimentation of various kinds. It had been carried on with little or no accompanying laboratory tests and often under circumstances which rendered the results either doubtful or of minor value. The chemical examination of commercial fertilizers had not yet come under legal control. The farms were appealed to for information which they were unable to or did not give. Their silence or inability was interpreted to mean their improper management or control and the diversion of funds for their support to other purposes. The influence of the grange was solicited and employed, and the feeling that the institution had failed to meet its obligations was deep and widespread. It was in a measure intensified by personal animosities and jealousies arising from changes in the faculty and board of trustees. Meanwhile, the college itself, somewhat removed from the centers of turmoil, and outside of the horizons of strongest criticism, was going on quietly about its daily work, becoming stronger and better with each year, and slowly solving within its own walls the real problems of industrial education.

A glance at the financial condition at this time will show somewhat the difficulties and hindrances of the situation. The sole income was \$30,000 per year, which was derived from a State bond, the proceeds of the land scrip sales, and an addition of nearly \$90,000 given by the State as partial compensation for the meager amount which that sale had produced.

The expenses were not only the salary list and general expense for maintenance and repairs, but also the interest upon a mortgage debt of \$80,000 for the completion of the building, as before mentioned, and upon a constantly increasing floating debt which it was found not possible to avoid.

When in 1878 the State lifted this mortgage debt a ray of hope shot across the path that had so long been beclouded, which was as valuable perhaps for the implied obligation and paternity of the State as for the direct gift made. But the immediate and pressing needs of the college were still in excess of its funds for support, and the model farms were a constant drain upon the treasury. The difficulties in satisfactory management of the two outlying farms became so pronounced that their sale began to be agitated. The idea grew, but slowly. The favorite project of the founders of the institution and that upon which the gift of the original land-scrip proceeds had hinged was not easily set aside. About this time the experiment station idea began to loom above the horizon, and it gradually became evident to all parties concerned that in it was the solution of the difficulty. It was still several years later before the farms were sold and the proceeds turned into the treasury. Meanwhile, various changes had taken place in the faculty, and to other difficulties were added those of internal management incident to changing and divided authority and the introduction of new methods and elements. Fortunately the most serious effect was but temporary, and it is correct to say that at no time were the fundamental principles of industrial education lost sight of or even obscured. The mechanic art work, industrial drawing, and military drill, together with the practicum work in the different departments, were all maintained and slowly amplified as means and time would permit.

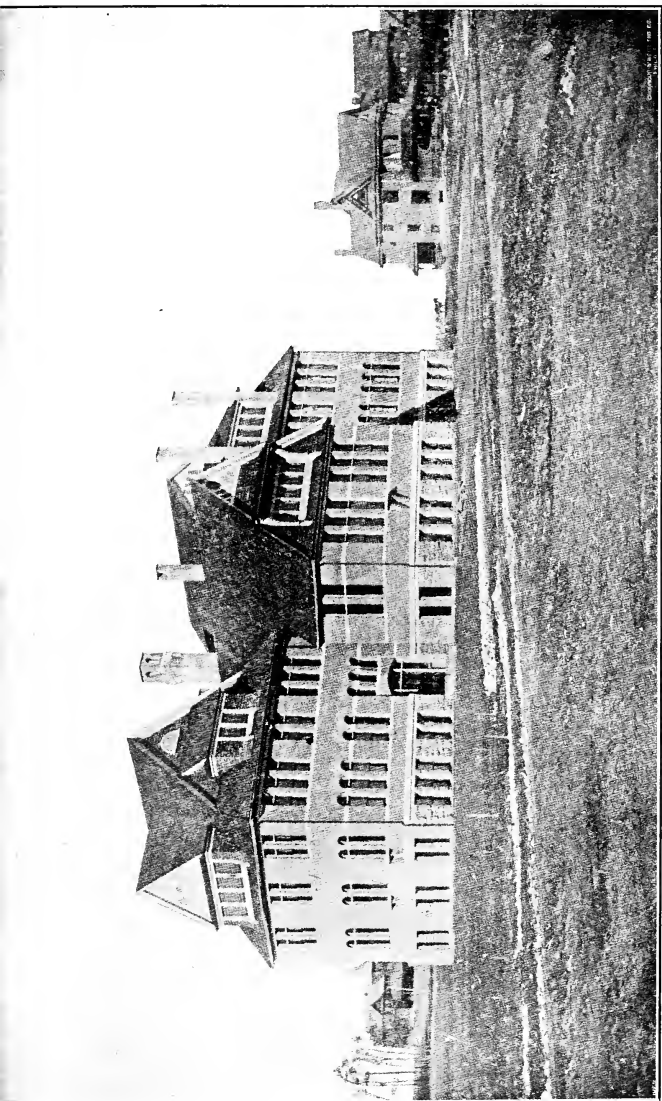
Probably in nothing was more real difficulty experienced than in answering and satisfying the queries of the public, with whom all success is measured by the number of students in attendance and who can not understand, much less appreciate, the obligations, moral as well as legal, which inhere in the charter of an institution of learning. That the college did not grow so rapidly as its friends had hoped was due to a variety of causes difficult to correlate or estimate the individual value of, but no less potent in results. To its isolation much has commonly been attributed, but this has been a mixed factor and has worked in both ways, for while doubtless preventing a widespread knowledge of the institution among the people of the State, it has

been also by that isolation during the days of its youth and immaturity that the institution has been able to override and outgrow the criticism and opposition, which has lost much of its vigor by the friction of distance, and thus to tide over periods of weakness which might otherwise have proved fatal.

PRESIDENT ATHERTON.

To the last fifteen years should be credited not only a natural and healthy and internal growth and expansion along all the lines properly belonging to the institution, but also and particularly the recognition of the paternity of the State and the full establishment of that relation. How difficult this task, under how much of discouragement and opposition it has been accomplished, no one not an eyewitness and a closely interested observer can fully appreciate. It called for an alertness and an acute grasp of the situation in all its relations, as that situation varied and fluctuated from time to time, joined with a power of sustained labor when exigencies arose, that few men would have been willing to undertake, even were they able to do so. It has raised the institution from the position of one practically local, even provincial in some respects, to that plane to which its history and antecedents entitled it in theory, but which had long been denied it in fact, namely, the State College of Pennsylvania. Looking back over the events of that time, one may now see the different steps by which this result has been secured and may read their significance. The first one, the establishment of an experiment station, proved abortive under the ax of executive disapproval. Since then every measure brought to the attention of the legislature has been, somewhat cautiously, perhaps, at first, but later heartily indorsed, and has provided in succession commodious buildings for the experiment station, the departments of botany and horticulture, of physics and chemistry, of military science, and of civil, mechanical, and mining engineering, besides seven dwelling houses for the professors of the institution and a separate dormitory for young women.

In addition to these new structures, the original main building has been altered from time to time in order to meet the need for better accommodations, and much of it has thus been practically rebuilt. Always noted for its massive size and a dignified simplicity befitting its industrial purpose, the changes have preserved these features at the same time that they have enhanced its usefulness and beauty. While still largely used as a dormitory, it contains also the chapel, library, and various recitation rooms, together with the natural history and industrial museums and the general offices. The improvement of the farm and campus and the erection of farm buildings, the addition of laboratory apparatus, and expensive machinery for heating and lighting from a central station—all these have materially changed the face of affairs and added a new and modern plant to the



PENNSYLVANIA STATE COLLEGE—CHEMICAL AND PHYSICAL BUILDING.

property which thirty-eight years ago witnessed the crude beginnings of industrial education in Pennsylvania.

It can no longer be said that the State has failed or refused to provide for the child of her adoption. She has risen by degrees to the situation, as shown by her acceptance of the land-script act of the United States; and, though somewhat grudgingly at first, she has later with commendable generosity guaranteed her support as new needs arose. The nation, moreover, has still more distinctly and unequivocally fixed the status of industrial education in this country by its act of 1890, supplementing that of 1862, under which the State College is the beneficiary in Pennsylvania.

In its thirty-eight years of existence 336 students have been graduated in the full courses of study. Of this number 13 were young women. Twenty-four of the graduates are engaged directly in agriculture or closely allied industries; 59 are doctors, lawyers, or ministers; 40 are teachers, for the most part in industrial institutions; 189 are in business more or less technical; 16 are dead, and 8 are unknown.

The first class was graduated in 1861. Owing to interruption caused by the war, and by changes in courses of study, none were graduated in 1864, 1867, and 1872. The average number graduating in classes of the last five years has been 29. Of the several thousand students who spent longer or shorter time at the institution many are occupying positions of trust and responsibility, and are leading citizens in their respective localities. Various circumstances prevented their completing the full course required for taking a degree, but they have carried away much of the spirit and influence which a college life furnishes, and have often proved their loyalty to their alma mater. Many of them would never have gone beyond the common schools had it not been for the opportunities which the State College afforded them.

SCHOOLS AND COURSES OF INSTRUCTION.

The organization of technical instruction in the college allows a wide range of election by courses, but very little by special subjects. If a student wishes to take up electrical engineering, for example, he finds a course in that subject carefully arranged, based on extended inquiry and observation, tested by experience, containing as far as practicable everything that is essential and nothing unessential, and at the same time providing a considerable amount of general and liberalizing studies of which every educated man may properly be expected to have at least an elementary knowledge. He also finds himself, as a member of a school, following his special line of work in close and sympathetic relation with fellow-students engaged in allied but distinct portions of the same general field, and his conceptions are thus made more definite as to the proper limits of his own

specialty, at the same time that they are broadened by association with collateral branches of the same great department of knowledge.

It is believed that such a course, systematically pursued, is far more useful to the great majority of undergraduate students than any permissible election by subjects could possibly be. Some cases occur, however, where a student before entering college has satisfactorily completed a portion of the prescribed work, or where he wishes, for particular reasons, to specialize in some direction more fully than is provided for in the established course. In such cases a selection of some other branch of work is allowed, but only on condition that the substitute chosen shall be fully equal, both in educational and in technical value, to the subject omitted. The course in electrical engineering has been taken merely as an example. The same remarks apply to each of the regular technical courses.

The number of four years' courses now organized is 12, as follows:

I. Classical course.

II. General courses: A general science course, a Latin scientific course.

III. Technical courses: A course in agriculture, a course in biology, a course in chemistry, a course in civil engineering, a course in electrical engineering, a course in mathematics, a course in mechanical engineering, a course in mining engineering, a course in physics.

Besides these regular courses there are 8 short courses—4 in agriculture, 1 in chemistry, 2 in mining, and an elementary course in mechanics.

Provision is also made for an extensive range of elective work in ancient and modern languages, psychology, ethics, pedagogics, history, and political science.

The courses above enumerated are so arranged as in general to occupy a student's full time, and each of them, except the classical course, leads to the degree of bachelor of science.

Besides these courses, students who are fully prepared to enter the freshman class may elect from the separate branches above named a sufficient number of hours to form a full course leading to the degree of bachelor of arts or bachelor of philosophy.

The English, mathematics, and chemistry, and either French or German of the freshman year are required of all candidates for any degree.

Students pursuing the classical course take both the Latin and the Greek of the freshman and sophomore years in place of French and German, and may continue one or both of the former studies during the junior and senior years.

Students pursuing the Latin scientific course take the Latin of the freshman and sophomore years in place of English, and may either continue Latin or pursue an elective course during the junior and senior years.

Students who are candidates for the degree of bachelor of philosophy may select, under the direction of the faculty, such studies scheduled for a given session as will fill up their time, the regular allotment in the case of candidates for a degree being fifteen hours a week of recitations and lectures and ten hours of practicum. The practicum work in language, history, and similar subjects is carried on under the direction of the instructor, and consists of research on assigned topics, practice in etymological investigation, digesting, abstracting, bibliography, antiquities, etc., according to the main line of study chosen.

In addition to the above courses at the college, the school of agriculture offers a carefully prepared course of home reading and study upon technical agricultural and horticultural subjects, substantially upon the Chautauqua plan. This course is open to all without charge, excepting the actual cost of the books, which may be purchased by students in this course at a considerable reduction from the publishers' prices. It aims to meet the wants of those who feel the need of a better understanding of the underlying principles of their calling, but who, for various reasons, can not take any of the courses offered by the college.

The several courses and branches of instruction are grouped in the following schools, in order to bring into close relations all the subjects lying within a special field, and thus secure greater concentration and effectiveness of work than would otherwise be practicable:

1. *School of agriculture.*—Course in agriculture (four years); special course in agriculture; short lecture course (twelve weeks); creamery men's course (six weeks); dairy course (six weeks); Chautauqua course (home reading and study).

2. *School of natural science.*—Course in biology; course in chemistry; short course in chemistry (two years).

3. *School of mathematics and physics.*—Course in mathematics; course in physics.

4. *School of engineering.*—Course in civil engineering; course in electrical engineering; course in mechanical engineering; elementary course in mechanics (two years).

5. *School of mines.*—Course in mining engineering; short course in mining (two years); short lecture course (twelve weeks).

6. *School of language and literature.*—Classical course; modern languages; Latin scientific course; general science course.

7. *School of history, political science, and philosophy.*—The several subjects included in this school are incorporated more or less extensively into all the four years' courses, but separate courses in them have been arranged.

XXII.

ST. FRANCIS COLLEGE, LORETTO.

This institution, situated in Loretto, Cambria County, Pa., about $4\frac{1}{2}$ miles distant from Cresson Springs, on the direct route of the Pennsylvania Railroad between Philadelphia and Pittsburg, is under the immediate charge of the Franciscan Brothers. It was founded by Rt. Rev. Michael O'Connor, Bishop of Pittsburg, in the year 1845. The bishop then invited a few Franciscan Brothers from Ireland to make a foundation on the Alleghenies, and from that time the community has increased in members, especially of German and American parentage.

The college was chartered in 1858 by an act of the legislature, with the usual privileges of conferring honors and degrees. The location is the most healthy in the State, the Allegheny Mountains being proverbial for pure water, bracing air, and picturesque scenery. The scholastic year commences September 1 and closes about the end of June following. Students are admitted from 8 years of age to manhood; board and tuition payable in advance.

The full course of studies embraces Christian doctrine, reading, penmanship, English grammar, arithmetic, geography, rhetoric, ancient and modern history, natural and mental philosophy, geology, astronomy, use of the globes, algebra, geometry, plane and spherical trigonometry, engineering, surveying, drawing, architecture, book keeping, commercial law, instrumental and vocal music, composition, together with Latin, Greek, German, and French languages.

Shorthand (the Pernin system) and typewriting are included in the course.

Board of trustees.—Very Rev. E. A. Bush, V. F.; Brother Athanatius, O. S. F.; Brother Angelus, O. S. F.; Brother Ambrose, O. S. F.; Brother Ignatius, O. S. F.; Brother Alphonsus, O. S. F.

Brother Thomas, O. S. F., prefect of studies and general discipline; Brother Felix, O. S. F., second prefect of studies and discipline; Rev. F. O'Shea, chaplain; Dr. Murphy, Loretto, Pa., physician.

Officers and professors.—President, Brother Athanatius, O. S. F.; Vice-president, Brother Angelus, O. S. F. Treasurer, Brother Ignatius, O. S. F. Secretary, Brother Ambrose, O. S. F.; Brother Angelus, O. S. F.; Brother Ambrose, O. S. F.; Brother Paul, O. S. F.; Brother Thomas, O. S. F.; Brother Ignatius, O. S. F.; Brother Benedict, O. S. F.; Brother Basil, O. S. F.; Brother John, O. S. F. Procurator, Brother Alphonsus, O. S. F.

XXIII.

ST. VINCENT COLLEGE, BEATTY.

This institution, under the management of members of the Order of St. Benedict, well known throughout the civilized world, is situated 1 mile southeast of Beatty, a station on the Pennsylvania Central Railroad, 39 miles from the city of Pittsburg. It was founded in the year 1846 by the late Right Rev. Boniface Wimmer, O. S. B., president of the American Casinese Congregation of Benedictines and first mitred abbot of St. Vincent Abbey, which lies in close proximity to the college.

Right Rev. B. Wimmer was born at Thalmassing, in Bavaria, January 14, 1809; was ordained to the priesthood July 31, 1831; was invested with the habit of St. Benedict, September 14, 1832; was admitted to the customary vows of the order December 29, 1833; came to America September 16, 1846; was appointed abbot by papal brief September 17, 1855; was raised by a similar document in 1883 to the dignity of archabbot, and died December 8, 1887, full of years, leaving as an imperishable monument to his memory an institution whose career in all its departments has been one of constant success; the 13 students of the first collegiate year having increased to over 300 during the past scholastic term.

The college is incorporated with power to confer the usual academic honors and degrees. It has three distinct courses—the theological, the classical, and the commercial.

The theological is completed in three years, and comprises theology—dogmatic, moral, and pastoral—ecclesiastical history, liturgy, canon law, sacred eloquence, Gregorian chant.

The classical course is completed in eight years.

The first year (first grammar) comprises religious instruction, Latin, English grammar and composition, German, history and geography, arithmetic, penmanship.

Second year (second grammar): Religious instruction, English grammar and composition, German, history and geography, arithmetic, penmanship, Latin.

Third year (freshman): Religious instruction, Latin, Greek, English rhetoric, German, history and geography, algebra, elocution, natural history.

Fourth year (sophomore): Religious instruction, Latin, Greek, English rhetoric, German, history and geography, algebra, geometry, elocution, botany.

Fifth year (junior): Religious instruction, Latin, Greek, English literature, German, history and geography, algebra, geometry, elocution, chemistry.

Sixth year (senior): Religious instruction, Latin, Greek, English literature, German, history and geography, algebra, geometry, elocution, chemistry.

Seventh year (philosophy): Logic, ontology, cosmology, natural theology, physics and chemistry, mathematics, Latin, Greek, Hebrew, *De Locis Theologicis* and introduction into Sacred Scriptures (New Testament).

Eighth year (philosophy): Psychology, ethics, history of philosophy, physics continued, astronomy, Latin, Greek, Hebrew, hermeneutics, introduction into Old Testament.

The classes of the theological course, as well as those of philosophy in the classical, are taught in the Latin language.

The commercial course is completed in three years and embraces the following branches: Religious instruction, bookkeeping, English, German, penmanship, arithmetic, history, geography, algebra, geometry, trigonometry, national philosophy, chemistry, political economy, commercial law, and elocution.

The degree of bachelor of arts is conferred upon students who pass a satisfactory examination in all the languages and sciences taught in the classical course.

Students who pass a satisfactory examination in all the branches prescribed in the commercial course receive the title of master of accounts.

The present board of trustees consists of Right Rev. Andrew Hintenach, O. S. B., president; Rev. Louis Haas, O. S. B., vice-president; Rev. Vincent Huber, O. S. B., secretary; Very Rev. Oswald Moosmueller, O. S. B.; Rev. Dominic Block, O. S. B.; Rev. Albert Robrecht, O. S. B.; Rev. Mark Kirchner, O. S. B.

There is also an alumni association connected with this institution, the object of which is to unite former students of the college. The present officers are: Rev. J. M. Decker, of Erie, Pa., president; Dr. J. A. Oldshue, of Pittsburg, Pa., first vice-president; M. P. Flattery, Mus. D., Albany, N. Y., second vice-president; Thomas J. Kreuzer, M. A., Baltimore, Md., third vice-president; Rev. H. G. Ganss, Mus. D., Milton, Pa., treasurer; Prof. John C. Johnson, A. M., South Orange, N. J., recording secretary; W. J. Curran, Pittsburg, Pa., corresponding secretary.

XXIV.

SWARTHMORE COLLEGE.

By Prof. W. P. HOLCOMB.

ITS ORIGIN.

Swarthmore College was founded that the young men and women in the Society of Friends might receive a liberal education. When the separation of the society took place in 1827 and 1828 the leading schools passed under the control of the Orthodox Friends, and for over forty years after this "that portion of the society which embraced much the largest number of members within the limits of Philadelphia, New York, and Baltimore Yearly Meetings had not a single institution calculated to center the learning and science of the society and to foster and encourage liberal education." The movement which culminated in the founding of Swarthmore originated among the members of Baltimore Yearly Meeting. About the year 1851 Martha E. Tyson, of Baltimore, wife of Nathan Tyson, her counsel and support in all that she did for the cause of education, spoke to the meeting at length on the lack of education in the society. In 1852 the meeting appointed a committee of prominent Friends to consider the status of education. In 1854 they made an elaborate report^a to the Yearly Meeting, recommending the establishment of a Friends' boarding school, and foreshadowing in several particulars the subsequent plans for Swarthmore College. From lack of general appreciation of the subject the matter slumbered till 1860, when Martha Tyson again brought it forth in an able article published in Friends' Intelligencer, in which she proposed that the Friends of New York, Philadelphia, and Baltimore Yearly Meetings should unite in endowing a school "for the education of teachers, where the religious influence, the talents, and the literary and scientific learning of the best minds in these meetings might combine together and, under the divine blessing, produce a happier state of things in our society."^b About two months after this a select company of Friends gathered in the parlors of the Tysons one evening, and discussed with great animation the question of a new school. As a result of this a public meeting was held in Baltimore on the 2d of October, 1860, when the venerable Benjamin Hallowell presented the plan of establishing a school where the children of both sexes could receive an education equal to that of the best institutions of learning in the country, and could be espe-

^a Friends' Intelligencer, 1854.

^b Ibid., July 28, 1860.

cially qualified to take charge of family and neighborhood schools. Benjamin Hallowell was widely known as a mathematician, as a veteran teacher, and as principal of a flourishing school at Alexandria, Va., and was an acceptable minister of the gospel. He, like Martha Tyson, had long cherished the desire to see the standard of education raised in the society, and their joint influence was an important factor in enlisting Friends in the cause. At the Baltimore Yearly Meeting, held after the meeting of October 2, a committee was appointed to prepare an address, setting forth the objects in view and soliciting the cooperation of the large bodies of Friends in Philadelphia and New York. The "address" was read to conferences of Friends in those cities. It is a paper of much interest, as it shows us what the prime movers of the project believed to be the true nature of an education.

What was uppermost in their minds was an education that was very practical in its bearing on the after lives of the students. The care which should always be exercised over the moral and spiritual welfare of the students was a matter of first importance in any scheme of education which Friends might devise. To quote from the address: "Particularly should provision be made for an extensive practical acquaintance with the natural sciences, as chemistry, philosophy, astronomy, geology, botany, and agricultural chemistry, and to some extent with the arts of agriculture and horticulture. Physiology should also be studied so far as to give the students a knowledge of their own physical system and of those laws which it is necessary to observe in order to maintain them in health. Means of instruction in these different branches would especially be needed in the department of the education of teachers, in order that they may be properly educated and trained to take charge of Friends' children in different neighborhoods, and make them acquainted with the names and uses of the various plants, rocks, etc., how to bud a tree, to train and trim grapevines and flowers, and thus occupy their leisure time and waste energies in a healthy, rational, and useful employment. * * * It is desirable, too, that such of the girls as do not already know how, should be instructed in the best way to make bread, butter, cake, and every kind of plain cooking and household employment. Under judicious, cheerful, and concerned direction and training this could be made by turns, among the girls, an important and useful part of their recreation and amusement."^a It was thought that \$150,000 would be sufficient to erect and equip a school building and have a fund for the aid of those who desired to teach. It was proposed that each student thus assisted should, on completion of his course, be informed how much he owed the institution, and would be expected to pay it back within ten years, if able. This was in order to preserve self-respect and independence, so essential to true formation of char-

^a Friends' Intelligencer, vol. 18, p. 73.

acter. A part of the education of those fitting themselves to teach was to embrace the best modes of conducting and governing schools and the practical exercise of hearing the recitations of classes in the presence of an experienced teacher. Instruction in pedagogics, it will be seen, was thus early a part of the plan for the new school.

A definite plan was proposed in the "address" for the formation of an association and election of a board of trustees or managers. Friends' children were to have the preference, but others were to be admitted if they would subscribe to the imposed regulations. With the publication and circulation of this document the concern assumed definite shape, and a preliminary organization was effected under the name of "The Friends' Union Boarding School Association," which was soon changed to "Friends' Educational Association."

In December, 1862, at the first annual meeting of the association, a board of managers was selected, composed of 16 men and 16 women, residents of Pennsylvania, New Jersey, Maryland, and New York. The responsibility of the undertaking now rested with them. The war being in progress, the funds were not easily raised. At times Friends were inclined to temporarily abandon their project, but partly through the eloquent persuasions of Martha Tyson were induced to persevere.^a

The idea of having a boarding school soon grew into that of having a college, and at the annual meeting of the "association" in December, 1863, "Swarthmore College" was proposed as the name for the new institution.^b It was accepted and inserted in the constitution of the Friends' Boarding School Association in place of that inconvenient title.^c It was an especially happy choice, being not only a beautiful and euphonious name, but historically dear to Friends as the name of the residence of George Fox in England during his later years and consequently a central spot in the early history of the society. After the name for the college came its local habitation. The funds were being raised in shares of stock of \$25 each, and the constitution required the site to be chosen by vote of the stockholders. In 1864 it was decided by a large majority of votes to select a tract of 94 acres at Westdale, Delaware County, Pa., 10 miles west of Philadelphia. Accordingly it was purchased for \$21,444.96. It was an excellent choice. Nature had given the place exceptional advantages in healthfulness, beauty, and distant prospect. It was an historic spot, having been the birthplace of Benjamin West, whence its name. Friends were at once attracted to the place, and the Friends' Social Lyceum, of Philadelphia, organized in 1863, at once inaugurated the plan of holding annual reunions on the grounds in the month

^a Essay on Education in the Society of Friends, by Edward Parrish. Published by J. B. Lippincott & Co. 1866.

^b The name was probably first suggested by Lucretia Mott.

^c Friends' Intelligencer, December 12, 1863.

of June. These reunions were attended by hundreds of Friends, many from a long distance, and were of annual occurrence till the opening of the college. They increased the interest in Swarthmore, and consequently the subscriptions to the stock. In the spring of 1864 the managers procured a charter for the college from the legislature of Pennsylvania. The capital stock, then \$50,000, was limited by charter to \$300,000, but by act of 1870 the limit was increased to \$500,000.

EDWARD PARRISH, THE FIRST PRESIDENT, 1864-1870.

To labor in conjunction with the board in raising funds, planning buildings, and organizing a faculty the managers chose one of their number, Edward Parrish, of Philadelphia, to be the first president of the college he labored so untiringly to create. He was born in Philadelphia in 1822, and was the seventh son of Dr. Joseph Parrish, who was in his day an eminent physician in a city that has long been renowned for its medical men. His parents were Friends, and they gave their son Edward an education at the Friends' School in Philadelphia, where he learned the elementary branches and pursued to some extent the higher branches, and among them the classics. Manifesting an aptitude for scientific pursuits, he became an apprentice in the pharmaceutical store of his brother Dillwyn in 1838, and afterwards attended lectures at the College of Pharmacy, where he took a degree in 1842. He was engaged in the drug business for many years after this, a part of the time with his brother. Meanwhile he kept up his scientific studies. Locating near the University of Pennsylvania, he was thrown into contact with the medical students there and learned their needs of practical instruction "in the art of prescribing, preparing, and dispensing medicines." He opened a "school of practical pharmacy" in 1849, under the encouragement of the university professors, giving his first course of instruction to a class of 14. He continued giving instruction in his school till he was elected to the chair of materia medica in the College of Pharmacy in 1864. Besides continuing in the drug business he engaged in writing suitable textbooks for his students, and took an active part in the scientific meetings of the College of Pharmacy. In 1867 he became the professor of pharmacy in that institution. Of his professorship one who knew him well has said, "Professor Parrish was always popular with the students; his free and open manner, the interest he took in the class individually and collectively, and above all his good delivery as a speaker rendered him a favorite and gave him influence."^a

From 1845 to 1852 he was a trustee of the college, and from 1854 until he was appointed to a professorship (1864) was its secretary. At different times he was honored by being elected recording secre-

^a Memorial of Prof. Edward Parrish, by William Procter, jr. Philadelphia, 1873.

tary, vice-president, and president of the American Pharmaceutical Association. His scientific work was mainly that of a popularizer rather than an investigator. His biographer says of him: "His ready pen was always at command to bring together in order the results of reflection and inquiry, whether these related to the ethics of pharmacy, the by-laws of the association, or the advantages of education, general or special. Moreover, though not himself possessed of an inventive genius, he delighted in new inventions or improvements in pharmacy, and was always ready to encourage their authors, and to be the means of spreading a knowledge of them by tongue or pen."^a In 1858, in a trip to Europe, he greatly widened his acquaintance with men in his own special field of study. During these years he was a consistent and active member of the Society of Friends. Soon after the movement for higher education among Friends began he dedicated himself to the work. He was one of the incorporators of Swarthmore, a member of its first board of managers, and served as its secretary from 1864 to 1868. In company with William Dorsey and Edward Hoopes he visited and addressed with them numerous conferences to arouse the interest of Friends everywhere and raise subscriptions. Of his great services in this direction the managers have left this record:

One of the pioneers engaged in enlisting the minds of Friends in the great work of founding a college, he was a most earnest and indefatigable laborer in the cause, and it was largely owing to his personal exertions that success so early crowned our efforts. Very many of the stockholders will remember that their interest in Swarthmore was first awakened by his voice and pen. By conversation in that wide circle of Friends in which he moved, and where he was so much beloved; by extensive correspondence, by public addresses, and by his work entitled "Education in the Society of Friends" he did much to arouse attention to the importance of establishing among us an institution for higher culture—culture not of the mind alone, but of the heart as well; and thus, in connection with his untiring efforts to secure the means necessary to carry out this design, he performed a labor destined to have a lasting influence for good upon our religious society and upon the community at large.^b

From his election to the presidency in 1864 till the opening of the college in 1869 the work of raising funds and organizing a staff of teachers received a large share of his time. When the college opened, he became professor of ethics, chemistry, and natural science. It was then possible for him to combine these three subjects, for the freshman was the highest class the first year. Allusion has been made to his qualities and popularity as a teacher. He was a man, too, whose courteous and gentle manner and beauty of character well qualified him to be a model to the youth under his influence. The position, however, of president of a new college, where discipline was at first complicated by educating the two sexes together and housing them

^a Memorial of Prof. Edward Parrish, by William Procter, jr. Philadelphia, 1873.

^b Managers' report in fourth annual catalogue.

all in one vast building, and where the whole machinery of education had to be organized, was a difficult one to fill. President Parrish was not so successful as a disciplinarian and organizer as he was as a teacher. To-day, with the complete organization that prevails, and a much larger and an experienced faculty to sustain him, he would not have found his position beset with such difficulties. In the middle of the year 1870-71 he resigned the presidency of the institution he loved so well. He was soon after appointed by President Grant to represent the Government in an effort to make pacific arrangements with the Indians, and it was while on this mission that his death occurred at Fort Sill, in Indian Territory, on the 9th of September, 1872, just two days after the opening of Swarthmore's third year. As a fitting tribute to his memory, and to perpetuate his name more generally among the students, it has been recently proposed that the main building of the college should be called Parrish Hall, a proposition eminently just and praiseworthy.

ERECTING THE BUILDING.

The corner stone of the college was laid on the 10th of May, 1866. A main building was first erected 348 feet long, three stories high, and surmounted by a Mansard roof. This structure consisted of a center building, with offices, library, parlor, dining room, assembly and study hall, laboratories, and museum; two wings, each a hundred feet long, occupied chiefly on the first floor by class rooms and on the others by dormitories, and two return wings, each 92 feet deep, containing dormitories and bathrooms. When completed, it was a plain, solid, well-proportioned, and imposing stone building, with an outlook from its south windows not easily equaled or surpassed. When the chairman of the building committee delivered the keys to the board of managers, \$205,480 had been expended for construction. The treasurer's report for December, 1871, after the work of building and furnishing was about completed shows the following expenditures for property:

West Dale.....	\$27,036.13
Construction account.....	277,056.98
Furnishing account.....	26,700.10
Expenses of organization.....	10,686.55
Total.....	<u>341,479.76</u>

the amount thus far expended to found and equip a Friends' college—more than twice the sum originally contemplated in 1860.

THE COLLEGE OPENS.

On the 8th of November, 1869, Swarthmore first opened its doors to students, and 82 girls and 88 boys entered. There was a teaching force of 11 resident professors and teachers and 3 nonresident profes-

ors to receive them and set them to work. On the 10th of November the inaugural exercises of the college were held, and President Parrish in his address outlined the system of training that was proposed in the new institution. Six lines of study were to run through the whole college course: Mathematics, natural and physical sciences, languages, history and geography, literature, intellectual and moral philosophy. In reference to the coeducation of the sexes, which, at that time was not much thought of in colleges east of Oberlin, John D. Hicks spoke very confidently and well on behalf of the managers. He said:

We have superadded a system for the joint education of the sexes, carrying out the principle we have long recognized in our society of equal rights—not for all men, but for all men and women. We not only propose to give them equal opportunities for culture, but equal rewards and honors, as a measure for their attainments. In this joint education we will but imitate the natural order of our lives. Observation abundantly teaches us that the greatest happiness, the highest moral and social attainments, are produced by the joint influence of the two sexes. Acting and reacting on each other, a healthful stimulus will be felt that will not only facilitate study and aid in government, but tend to preserve the home influence. We hope in so doing to prepare the minds of the students of Swarthmore with a more correct idea of social life, so that when they leave the college and go out into the world they will do it under circumstances more favorable for their best interests than could have been had their education been separate. We undertake this peculiarity of our scheme of instruction with confident expectations of the best results.^a

In all the twenty years' history of the college there has been no cause to doubt the wisdom of their course in educating the two sexes together, but every year strengthens the belief that the managers adopted a sound and wise educational policy.

A PREPARATORY AND COLLEGIATE DEPARTMENT.

As the value of a collegiate education was not generally appreciated among Friends when Swarthmore began her career, and there were few Friends' schools able to fit students for entrance to college, it was necessary to have a preparatory school at Swarthmore, and at first this was the major part of the institution. On classifying by examinations those who first entered, 20 were found qualified for the freshman class, and the others were placed in three graded classes of the preparatory school, named A, B, and C, with 24, 74, and 52 students, respectively. For purposes of instruction B and C were divided into three sections each.

THE COLLEGE COURSES.

The standard of scholarship set may be gleaned from the freshman course as contained in the first catalogue:

^a Friends' Intelligencer, Vol. XXV, pp. 624-625.

COLLEGIATE DEPARTMENT—FRESHMAN YEAR.

1. *History and geography*.—Smith's History of Greece. Liddell's History of Rome. Kiepert's Atlas Antiquus.

2. *English*.—Shaw's Manual of English Literature. Themes. Elocution.

3. *Latin*.—Hanson and Rolfe's Latin Poetry. Livy (Lincoln's selections). Harkness's Grammar and Prose Composition. Baird's Classical Manual.

4. *Mathematics*.—Alsop's Algebra continued through quadratic equations. Gummere's Plane Trigonometry and Surveying.

5. *Natural science*.—Botany, zoology, physiology and hygiene.

6. *Chemistry*.—Elements of inorganic.

7. *Ethics*.—Dymond's Essays. Lectures.

ELECTIVE STUDIES.

1. *Greek*.—Sophocles's Grammar. Xenophon's Anabasis. Arnold's Prose Composition.

2. *German*.—Whitney's Grammar. Adler's Reader. Composition.

3. *French*.—Fenelon's Télémaque. Histoire de Charles XII. Grammaire Française de Noël et Chapsal. Thèmes.

4. *Practical chemistry*.—Laboratory exercises. Synthesis.

Of the four electives two were to be chosen. Greek, it will be noticed, was not required, not even for entrance to the college, and it was always an elective for the A. B. degree till 1886 when it was made a required study in the classical course for the sophomore year and above. Students were required, as stated in the earliest catalogues, to select a sufficient number of electives to make not less than 15 nor more than 20 exercises a week, exclusive of reading and speaking, writing, natural history, and free-hand drawing.

THE FIRST FACULTY.

The first faculty consisted of only four members—President Parrish, Helen G. Longstreth, the matron; Edward H. Magill, A. M., principal of the preparatory school, and Clement L. Smith, A. M., the secretary, now a professor of Latin in Harvard University.

The chair of President Parrish has already been mentioned. Professor Magill held the professorship of Latin and French, and Professor Smith that of Greek and German, and was acting professor of mathematics. The matron presided over the social affairs, and had especial charge of the girls and young women. History and English literature were united the first year under one professorship. The duties of this chair were performed the first year by Maria L. Sanford, who next year became the professor of history, and acceptably filled this position until her resignation at the close of the year 1878-79. The other instructors were classed as teachers and lecturers.

EDWARD H. MAGILL, SECOND PRESIDENT, 1872-1890.

After the resignation of President Parrish, the duties of the office were filled by Professor Magill, who was inaugurated as president in 1872. He was of Irish-English descent a century and a half back. He was born in Solebury, Bucks County, Pa., in 1825, and lived the first fourteen years of his life on his father's farm. He next attended the Westtown Boarding School two years. At 16 he began his career as a teacher by opening a private school in his father's wagon house, and teaching 25 pupils, each paying him 3 cents a day when present, nothing when absent. Few college presidents can show such modest beginnings. The wagon loft was his schoolroom only a year. He continued teaching in various schools until he reached his twenty-fifth year. Mathematics had been his principal study and subject in teaching at first, but at the age of 21 he determined to study the languages. He prepared for college at Easthampton, and entered the freshman class at Yale College in 1850. The next year he entered Brown University and graduated with the degree of A. B. in 1852, and received A. M. in 1855. His student life was one of constant application to study, as is well exemplified by the anecdote of his falling and fracturing his arm at Brown and passing the night in committing a Greek verb to memory.

In 1852 he became principal of the classical department of the Providence High School, where he remained till 1859, when he was appointed submaster of the Boston Latin School. Here he was under the influence of the celebrated Francis Gardiner, who became his model as teacher and disciplinarian. During his submastership he published a French grammar and a series of French readers, which have been widely used. In 1867 he was appointed to the principalship of the preparatory school in Swarthmore. He resigned his position in the Latin school and devoted a year to foreign travel. On the opening of the college in 1869 he assumed his duties as principal and professor of Latin and French. His high scholarship and signal success as a teacher in the New England schools and his experience as a disciplinarian made him qualified for the new position of principal and professor and for the office of president, which he was soon called upon to fill. He has continuously held the presidency, in active service, till the beginning of the present year. His long term comprises nearly all of Swarthmore's history as a college. During the first years of his presidency he was professor of mental and moral philosophy, but never gave any instruction in this department. From 1878 to 1885 he held the professorship of Latin, teaching the advanced classes, and during the two years previous to June, 1889, he taught the advanced classes in French. For many years he has generally had a special class in phonography, which recited in the evenings. It has been the testimony of many of his students that they never knew a more inspir-

ing, enthusiastic, and thorough teacher than President Magill. His greatest single service to Swarthmore while president has, perhaps, been the securing, by means of small subscriptions, of an endowment of \$40,000 for the professorship of mathematics, which resulted in securing three other endowments of professorships with like amounts at the same time. In one other particular has he been of great service to the cause of higher education. A few years ago he started a movement to form an association of the colleges of Pennsylvania similar to the organization of the New England colleges. Provost Pepper, of the University of Pennsylvania, Presidents Seip, of Muhlenberg, and Appel, of Franklin and Marshall, and others warmly seconded the idea, and the association which was formed for Pennsylvania has now widened its scope of usefulness by becoming "The Association of Colleges of the Middle States and Maryland." In connection with his labors in the college association he has been endeavoring to influence the legislature of Pennsylvania to pass a law granting to colleges which provide suitable instruction in pedagogics the same privilege that is extended to the normal schools, of allowing graduates to teach in the public schools without being examined. In recognition of his services in the cause of education Haverford College, in June, 1887, conferred upon him the degree of LL. D. On the 17th of June, 1889, after twenty years of faithful service to the college, he resigned the presidency, to take effect in June, 1890, asking for a year's leave of absence in which to repair his health and engage in study, and desiring to return as professor of French. The board accepted his resignation and appointed him to the French professorship.

PROGRESS OF THE COLLEGE.

By the cooperation of the managers, president, and faculty there has been a marked growth in the educational facilities at Swarthmore. At the opening of the college there was but one course laid down, leading to the degree of A. B. In 1872-73 the teaching force had become large enough to establish a four-years' scientific course and a four-years' engineering course. In 1876-77 a fourth course was introduced, leading to the degree of B. L. The leading features of these four courses as now constituted are, viz: In the classical course Latin is required the first three years and is elective the fourth; Greek is elective the first year and required the last three. Enough of mathematics, history, and political science, philosophy, natural science, and modern languages is required to make it a course of liberal training. The science and letters courses are also intended to be so arranged. The course in science, leading to B. S., provides for chemistry, physics, biology, and mathematics as the leading studies, with subsidiary studies about the same as the classical course. The letters course differs from the others in requiring more of the modern languages—French, German, and English—and history. The engineering course

is arranged with a view to preparing its graduates for immediate usefulness in the office, works, or field, either in civil or mechanical engineering, and consequently must consist chiefly of studies fitting for such professional life. The further progress of the college in its increased facilities for instruction will be noted further on.

THE ELECTIVE SYSTEM.

After a long experience in constantly changing the courses of study, trying to find some system which would meet the varied tastes of the students, without letting them take an unwise mixture of studies, the above four courses have been provided, and in each course from four to eight periods, out of twenty required, are elective above the freshman year, eight not being allowed before junior year, and not in all the courses then. This scheme of studies is the most successful the faculty has been able to devise, and in practice it works better than any previous system. Another improvement in the courses of study has been to divide the year into two semesters, and instead of containing a large number of studies twice a week during the year, it is found a great improvement in most studies to have them four times a week for a half year. On that general principle the majority of the studies are now pursued.

THE NORMAL DEPARTMENT—AN EXPERIMENT.

In 1878-79, in conformity with the idea of the founders of Swarthmore that a normal department should be included, an attempt was made to establish one. Lectures on the theory and practice of teaching were given to those preparing to teach, and these "practice teachers" of the college tried their 'prentice hands on the youngest class in the preparatory school under the eye of the professor. A teacher's diploma was given those graduates of the college who took three years of the normal work, and certificates to those who took one or two years. This plan was kept up several years with varying success. When well managed, those who took the course and afterwards taught testified that it was of much benefit to them. It was not altogether satisfactory, however, to have the older students practicing on the younger, and this feature of the pedagogical department was abandoned several years ago.

Instruction is still given in pedagogics, and a plan has been followed out with good results of having the student teachers form a class of pupils, one of their number acting as their teacher, under the eye of the professor, and in this manner reviewing the elementary branches which they will be called upon to teach in the public or private schools and in which they are quite rusty by the time they reach the junior or senior year.

THE ANNUS MIRABILIS.

By the year 1881 the college had collected a small but well-selected library, a valuable museum, and quite a respectable amount of chemical and physical apparatus. On the night of September 25 of that year the college experienced the misfortune of a great fire, which consumed the whole main building excepting the Friends' library, in a fireproof alcove, and a professor's room above. The engineering department fared better, as it was temporarily in a part of the gymnasium, a detached building, which was unharmed. Colonel Hyatt, of the Pennsylvania Military Academy, at Chester, came over with breakfast for all in the morning, and in a ringing little speech told the boys to "stick to their alma mater;" and they did. Two large boarding houses were rented in the borough of Media, 3 miles away, and there, in two weeks after the fire, the college resumed its work. All but three students returned. The quarters were greatly crowded and the work badly hampered, but all managed to endure and exist, hoping for better things.

REBUILDING.

The solid walls of the college remained uninjured by the fire, and the work of reconstruction was at once begun. There was an insurance of \$130,000, and the friends of the college raised \$145,000 more to restore and refurnish the building. The work was forward enough by the middle of June, 1882, to allow the commencement exercises to be held in the assembly room, while the walls were yet unplastered. By October the work was so nearly completed that the college reopened in the old place. The arrangements of the building were much improved in the reconstruction.

SCIENTIFIC HALL.

During the year of the rebuilding a scientific hall was also erected, at a cost of \$20,000, and furnished with \$5,000 worth of machinery and apparatus. This was the gift of Samuel Willets, of New York, who was president of the board of managers, and Joseph Wharton, of Philadelphia, the present president of the board. It is a stone building, planned for the departments of engineering, physics, and chemistry, and contains lecture rooms, laboratories, machine shop, foundry, drafting rooms, woodworking shop, weighing room, etc.

The department of engineering and mechanic arts alone has over \$10,000 worth of machinery and apparatus, and the other departments are well equipped.

THE OBSERVATORY.

A great addition to the department of mathematics and astronomy was the building and equipping of an observatory, at a cost of \$6,000, in the year 1886. The money was raised by personal solicitations by

the professor in charge of the departments and was given in numerous small contributions from the alumni, managers, and others. The observatory has a transit of 3 inches aperture and an equatorial of 6, constructed by Warner & Swasey, of Cleveland. It is otherwise well equipped for thorough class work, having a spectroscope, micrometer, etc.

THE MUSEUM AND BIOLOGICAL LABORATORY.

The museum, which had been under the efficient care of Dr. Joseph Leidy, like nearly everything else, had to begin anew after 1881. The Doctor patiently went to work collecting and classifying specimens anew, and now there is an admirable collection of shells, birds, minerals, skeletons, etc., collected with reference to illustrating the lectures in natural history. A department of biology is the most recent in its organization, but is now well equipped for work.

THE LIBRARY.

In 1871 enough books had accumulated in the library for the appointment of a librarian. By 1881 3,600 books had been collected, and these were destroyed by fire. The alumni promptly came forward and raised a fund to be spent for the purchase of books immediately needed, J. Reece Lewis, of the class of 1875, giving \$1,000. No single gift to the college has ever given the faculty more genuine pleasure than this from one of its graduates. Since the exhaustion of this fund there has been no other till recently, when an endowment of a thousand dollars was left the library by Dillwyn Parrish. Books that have been purchased of late years have been bought mostly at the request of professors out of the current income of the college. There are now about 9,000 volumes on the shelves. The Friends' historical library contains an additional 1,075 volumes relating purely to Friends, and it is the aim of the college to make this a complete collection of the literature of Friends. The libraries of the student societies contain 2,897 volumes, making a total of nearly 13,000 bound volumes in all the libraries. The general library is now crowded for space, and a library building with facilities for students to work in and an endowment to support it are among the greatest needs that now exist. Swarthmore has been slow to recognize that of all the agencies for instruction, after the professors, the library stands first. It is the only department in use by all the students, and its facilities should be greatest. Since writing the above it has been made public that Edgar A. Brown, a member of this year's senior class, who died before he could complete his course, bequeathed \$5,000 to the library, to which he was devotedly attached. When this handsome gift is realized, the present deficiencies will be largely overcome as to books.

FACULTY AND INSTRUCTORS.

It but remains to speak of the professors to indicate the growth of educational facilities at Swarthmore. The faculty and instructors the present year number 22 against 14 in 1870. There are among these two graduates of Harvard, two of Johns Hopkins, and one of Yale, Amherst, Union, University of Pennsylvania, Cornell, Troy Polytechnic Institute, Mercer College, Georgia, Women's Medical College, Philadelphia, and the Massachusetts Normal Art School. Six are graduates of Swarthmore. Several of the professors have studied abroad and have taken every opportunity to fit themselves for successful teaching. The faculty of government and instruction has 11 members, not including 2 who are abroad studying. The following are the professorships for 1889-90: Professorship of French, engineering, Greek and English literature, mathematics and astronomy, Latin, history and political science, rhetoric and logic, mental and moral philosophy, chemistry, natural history, art and mechanical drafting, physics, German, and assistant professorship of elocution. Five of the professorships are provided with an assistant each. There is also a director of physical culture for the young men and one for the young women and a lecturer on physiology and hygiene to the young women. Of the long list of professors and instructors who have taught at Swarthmore some time during the past twenty years mention can be made of only a few who, by their long and efficient service, have especially identified themselves with Swarthmore.

ARTHUR BEARDSLEY.

In 1870 Professor Beardsley, then of the State University of Minnesota, was elected to the professorship of applied mathematics and physics in Swarthmore, but did not accept the position. In May, 1872, he was again offered the professorship and accepted. He had been a student at Bowdoin College, had graduated in civil engineering at the Rensselaer Polytechnic Institute, had been an engineer on the Hoosac tunnel, and for three years previous to his call to Swarthmore had been engaged in organizing an engineering department in the University of Minnesota. This department at Swarthmore, which had already been begun, was now thoroughly organized by Professor Beardsley and calls were made for greater facilities. It was due to his exertions that the money was raised for the scientific hall, which has been of the greatest advantage to the engineering, physical, and chemical departments. A well-equipped machine shop has been fitted up for his department, the machinery having been secured at his solicitation. He has one assistant to help him in the workshops and one in drafting. His present title is that of professor of engineering and director of the workshops. In addition to his labors in his own special department, he was for several years the college librarian and

introduced an efficient system of classification. He has also had charge of the Friends Historical Library, for which he has gained many valuable books by correspondence with Friends in England and elsewhere. None but a librarian can appreciate the amount of careful work he has gratuitously bestowed upon this little library.

Professor Beardsley has held his professorship nearly eighteen years, and is now the senior professor at the head of one of the most flourishing departments. His graduates can be found holding responsible positions as engineers in various parts of our country. In June, 1889, the board of managers conferred upon him the degree of Ph. D., the second instance in which this degree has been conferred by the college.

WILLIAM HYDE APPLETON.

In the same year with Professor Beardsley came Professor Appleton, fresh from Bonn and the university life of Germany, where he had been studying a year and a half after his short experience as tutor at Harvard. He had gone to school to President Magill when the latter taught in Providence. He graduated at Harvard in the class with Robert Lincoln in 1864. He studied law, but belles-lettres won him over from Blackstone and Kent, and he never practiced the profession. He was appointed to the professorship of Greek and German in 1872. In 1872 he gave a course of lectures on English literature to the sophomore class, and the following year, the course in modern languages having been formed, leading to the degree of B. L., he began giving systematic critical instruction in various authors, taking up Chaucer and Spenser in 1876-77. Dr. Joseph Thomas, of Philadelphia, the author of the *Gazetteer and Biographical Dictionary*, nominally held the professorship of English literature, delivering lectures at the college once a week for a half year, but the chief instruction in English literature has always been given by Professor Appleton. In 1881-82 he obtained a year's leave of absence and spent a large part of the year temple haunting amid the ruins of Athens, with Pausanias as his Baedeker. In 1887 the chair of German was given to another professor, and Professor Appleton then became Professor of Greek and English literature, the two subjects most congenial to his literary tastes. In his teaching of languages he has always considered authors more from the purely literary than the philological standpoint, dwelling rather upon the ennobling and poetic sentiments, the grace of diction of an author, than upon a minute study of roots. He includes enough of philological study, however, to enable the student to see whether he has the taste for the science. His courses of lectures and readings in English literature have always been deservedly very popular with the students of all courses.

In June, 1888, the board of managers, in testimony of their appreciation of his merits as a teacher and scholar, conferred upon him the

degree of Ph. D., this being the first instance of Swarthmore giving such degree. During the present year he is acting president of the college and has just declined the presidency tendered him by the board, preferring to devote his whole time to teaching, which he regards as his life work.

SUSAN J. CUNNINGHAM.

Professor Cunningham entered Swarthmore as an instructor in mathematics during the first year of the college. She was formerly a special student in Vassar College, which had opened its doors five years before Swarthmore. In 1874 she became the professor of mathematics, which position she has since continuously filled with eminent success. To further qualify herself for her work she has taken many of her summer vacations for study under a university professor either in England or at Harvard or Princeton. For many years she has given all the instruction in pure mathematics in the collegiate department and has consequently always carried a heavy programme of work. Her course in mathematical astronomy has been greatly improved by the addition of a well-equipped observatory, the result of her personal solicitations for contributions. In addition to the regular amount of class-room work, Professor Cunningham has in the past always taken much of her time in giving special gratuitous instruction to those students who have entered college poorly prepared in mathematics or have found the mathematical road particularly difficult. In 1888, in consideration of her long and faithful services as professor of mathematics, the board of managers conferred upon her the degree of doctor of science.

LECTURERS.

The two most eminent lecturers ever engaged in lecturing regularly at the college have been Dr. Joseph Leidy and Dr. Joseph Thomas, of Philadelphia. Dr. Leidy began to give weekly lectures in natural history during the second year of the college, and continued these till 1885 when he was released from the lectureship, at his request, and was made emeritus professor of natural history. He is still the curator of the museum. Dr. Thomas was made lecturer on English literature in 1873-74 and continued to give weekly lectures on this subject during half of year till 1887. During two years of this time he also gave a course of lectures on American and another upon Grecian history. Aside from the value of their lectures, the stimulating effect of having two such distinguished scholars connected with Swarthmore has been felt by students and teachers alike. It has been the policy of the college to secure eminent lecturers to deliver single lectures or brief courses every year since the college first opened. Goldwin Smith, Thomas Hughes, Matthew Arnold, Mary Livermore, Julia Ward Howe,

Thomas Wentworth Higginson, and William Goodyear have been among those whom it has been the good fortune of Swarthmore students to see and here.

RELIGIOUS EXERCISES.

This clause from the catalogue explains the character of religious instruction at Swarthmore:

While care is taken to inculcate the doctrine that religion is a matter of practical daily life, and is not confined to the observance of set forms or the promulgation of religious tenets, the regular assembling for religious purposes is carefully observed. On First-day morning a religious meeting is held, attended by students, teachers, and members of the household, and occasionally by visiting Friends. The meeting is preceded by First-day school exercises, consisting of the recitation of passages of Scripture prepared by members of the different classes, and the reading of a portion of Scripture at the close. The daily exercises are opened by a general meeting for reading selected portions of Scriptures, or other suitable books, and for imparting such moral lessons as circumstances seem to require, followed by a period of silence before entering upon the duties of the day.

These morning "meetings" during the week are held in the large assembly hall of the college building, and on First days in the meetinghouse, erected in 1879. During the past three years Professor Smith has been conducting a class on First-day afternoons for the discussion and study of the principles and writings of Friends, religious, and moral questions of the day, the Scriptures, or the lives of eminent men or women. It has always been a custom at the college for the students to assemble in the parlors on First-day evenings, and join in the singing of religious hymns. Attendance upon religious exercises of the college is required of all students.

STUDENT SOCIETIES AND PAPER.

In 1871 the young women founded a literary society for their own sex and named it the "Somerville," in honor of Mary Somerville, the English mathematician. This society has grown so large that it now meets in two sections in order that all members may have greater opportunity of taking part in the exercises. Its annual reunions, which bring together a large body of former students, are characterized by their dignity and earnestness of purpose, and form an important feature in the student life of the college. A society was formed among the young men in the same year, and first styled the "Erodelphian," but later changed to "Eunomian." The "Delphic," a rival society, was organized in 1873 by other young men, who felt themselves excluded from the Erodelphian. The three societies now have their own libraries and reading rooms. In the early days of the college it was the custom for each class to have its own "class society," which was composed of both sexes, but these took time that was needed for study or for the regular literary societies, and were abol-

ished. Steps are being taken to raise funds for a Somerville and a Delphic hall, and at no distant day each society will have its own building. In 1880 the students, headed by James E. Verree, of the class of 1881, began publishing a college paper called the "Phoenix," which has been published each month of the academic year. Verree became its first editor.

ATHLETICS.

During 1871 a gymnasium was erected, the means having been raised by private subscription, and an instructor of gymnastics was at once engaged. At times there has been no instructor provided, but since the introduction of the Sargent system a few years ago regular instruction has always been given to both sexes. Regular field athletics began about the year 1878. Joseph Fitch, of New York, of the class of 1879, was the prime mover in this important change. Races were run on the country road at first, with a farmer's fence as the grand stand. The athletic association finally built a fine track. The director of physical culture keeps constant watch over those training for the sports, to check them from excess of exercise and to properly guide them. Since the development of athletics at Swarthmore it has been noticeable that the character of the discipline has greatly improved, surplus energy being worked off into legitimate channels. Football, baseball, and lawn tennis are favorite games. Boating on Crum Creek was in favor in the early history of the college, but is so no longer. The grounds, which now contain upward of 260 acres, afford ample facilities for every sport, and lovers of nature and class poets find inspiration in the beautiful woods which skirt the banks of the classic "Crum."

ADMISSION TO THE COLLEGE.

During the earlier years of the college students were admitted only on examinations held at Swarthmore, but about the year 1881 the policy was begun of admitting to the freshman class without examinations on presentation of certificates from certain schools. A list is published by the college of all Friends' preparatory schools entitled to have their students admitted on certificates. The schools on their part agree to prepare the students in all the branches which the college requires for admission. A rule has recently been adopted by the faculty making the list of schools subject to annual revision, and when students sent from any school fall below the standard for entrance that school will be removed from the list. For several years, there being few Friends' schools able to prepare students for college, it was necessary to have a preparatory school in connection with the college. Then, too, the boarding-school idea was as far as many Friends had advanced toward a higher education. This preparatory school was a chief source of supply to the college till other schools raised their standards and became desirous of sending students to Swarth-

more. As this desirable end has been gradually attained the preparatory school has been slowly lessened till this year, when it was abolished by the board of managers. Provision will be made, however, for instructing all who may be within one year of entering the college, and this class will be known hereafter as the subcollegiate class. There are a few others besides Friends' schools whose graduates are permitted to enter the freshman class. With one or two exceptions, students from preparatory schools are admitted to advanced standing in the college only on examinations. The requirements for admission to the college are stated as follows in the last catalogue, pages 25-26:

1. *Mathematics.*—*Arithmetic.*—Fundamental rules, fractions (common and decimal), denominate numbers, percentage and its applications, proportion, and the metric system. *Algebra.*—Through equations of the second degree of one unknown quantity. *Geometry.*—The whole of plane geometry.

2. *English.*—The candidate will be asked to write a few pages upon some assigned subject or from dictation. This exercise will be examined with reference to grammar, spelling, paragraphing, punctuation, and the use of capitals. An examination will also be given in the principles of grammar.

3. *History.*—A thorough preparation in the outlines of the history of the United States and of England, an amount equivalent to Scudder's or Eggleston's United States and Gardiner's or Edith Thompson's England.

4. *Geography.*—The general facts of physical geography, descriptive and political geography, especially of the United States and Europe.

In addition to the above the candidate will be examined in one of the following subjects as he may elect:

5. *Latin*—Cæsar, Gallic Wars, four books; Virgil's *Æneid*, six books; Allen's Latin Composition.

6. *French.*—The candidate should be familiar with the grammar, especially with the formation and use of verbs. He should be able to read easy French at sight, and to translate simple English sentences into correct French.

7. *German.*—The preparation in German should occupy one year. For reading and translating, same as in French.

Candidates for the classical section must pass the above examination in Latin. Students from a few other schools have been admitted on certificate when the faculty has evidence that their grade of scholarship is satisfactory. At present more than half of those entering the college are admitted by certificate.

SECOND DEGREES.

At first the college pursued the then customary policy of bestowing the master's degree three years after graduation on the presentation

of a thesis. The degrees of A. M., M. L., and M. S. are now only conferred when graduates have pursued and passed examinations in regular courses of study laid down by the faculty. By residing at the college the degree may be taken in one year; otherwise the course must occupy not less than two. The degree of C. E. is conferred after three years of successful professional practice in positions of responsibility upon presentation of an acceptable thesis on an engineering subject.

TUITION FEES, ENDOWMENTS, AND SCHOLARSHIPS.

The college, not having any endowments for professorships till recently, has been obliged to be self-supporting. The cost for tuition, board, and use of text-books was \$350 a year till 1881, when it was fixed at \$450, with a reduction of \$100 to all whose parents were members of the Society of Friends. This continues to be the rate, and as more than half the students are Friends, the average tuition paid by college students falls under \$400. Several thousand dollars are annually taken from the annual proceeds to assist in educating some deserving students, especially those desiring to teach.

Samuel Willets, the first president of the board of managers, bequeathed the institution \$100,000 at his death in 1883, the income "to be applied to educate in part or in whole such poor and deserving children as the committee on trusts, endowments, and scholarships of said college may from time to time judge and determine to be entitled thereto." He also directed that five perpetual scholarships of \$5,000 each should be bought, one for each of his five grandchildren. A few other scholarships have been purchased, giving the holders the right to send students to Swarthmore, but there are no free scholarships offered by the college.

In 1888 four chairs were endowed with \$40,000 each; the professorship of mathematics, endowed through subscriptions; of history and political economy, by Joseph Wharton; of Latin, by Isaac H. Clothier; and of natural history, by Isaiah V. Williamson—all of Philadelphia. At the death of Mr. Williamson a further sum of \$25,000 was given the college. He had already endowed it with \$25,000 before 1888. As fast as the endowments have been made the facilities for instruction have been expanded, so that Swarthmore now claims to offer opportunities for pursuing thorough collegiate courses in such leading branches of knowledge as the English literature and language, Greek, Latin, French, German, history, philosophy, political science, biology and natural history, mathematics, chemistry, physics, civil engineering and mechanic arts, vocal and physical culture.

THE ALUMNI.

In 1873 Swarthmore graduated her first class, consisting of 5 young women and 1 young man. The time-honored custom of having

the salutatory and valedictory orations was then adopted, but has since been abandoned. Helen Magill, the daughter of the president, was the first salutatorian, and Maria C. Pierce the valedictorian. With the graduation of the class of 1889 the total number of graduates became 222, just 100 of them being women and averaging 13 to each class. Twenty-nine more took their degrees in 1890. An alumni association was formed in 1874, with Maria C. Pierce as its first president. The association has no voice in the management of the college, and so far has existed chiefly for social purposes, holding an annual reunion on the evening of each commencement day. About 25 of the alumni have received their second degrees at Swarthmore, and a large number of them may be found in the professions of teaching, law, engineering, medicine, in business, and in politics.

THE MANAGERS.

It seems a fitting close to this sketch of Swarthmore to dwell last upon its most faithful and generous friends, the managers. They have ever given liberally of their time and means to make the college a success, and the success of their unselfish efforts has justified the trust reposed in them by the stockholders. Whenever the finances have permitted, they have generously appropriated funds to the needs of the departments, and often extraordinary expenses have been met from their private resources. Samuel Willets, the first president of the board of managers, was while he lived a most generous friend of the college. He was a wealthy merchant of New York City, who from the first was interested in the establishment of Swarthmore, and who by his financial aid really made it possible for Friends to open a college when they did. His generosity and support to Swarthmore continued to the day of his death. The memory of this venerable man is inseparably connected with that of the college in the minds of Swarthmore's early graduates. Space will not permit of further personal mention of other managers who, by their generous labors and gifts to the college, entitle them to a place here. To better acquaint themselves with the needs of the college they have organized the following committees: On instruction; museum and laboratory; Friends' library; finance; buildings and property; trusts, endowments, and scholarships; trustees of endowed professorships, and an executive committee. Every week during the session some of the managers visit the institution to give it their friendly oversight. The account of their stewardship is rendered to the stockholders in their annual report. In twenty-one years under their fostering care Swarthmore has grown from the rank of a college that was scarcely more than a boarding school with but a limited range of studies to an honorable position among the smaller colleges of the land.

RECENT CHANGES.

In September, 1891, the managers elected Charles De Garmo, Ph. D., of the State University of Illinois, to the presidency of the college, to succeed Dr. Appleton, who had resigned. He accepted the position and at once entered upon the duties of office. Dr. De Garmo is a graduate of the University of Halle, and is well known in this country for his writings upon psychological and pedagogical questions and for his services in the cause of public-school education. He has assumed the duties of the chair of philosophy and pedagogics in addition to those of president.

Through President De Garmo's influence an additional professorship has been established—that of political economy and social science. The creation of this chair, in addition to the previously established professorship of history and political science, now enables the college to offer much more and far better instruction in these important fields of study. Greek is now required for the degree of A. B. in each of the four years of the college course.

The alumni association started a movement to increase the endowment fund of the library to \$10,000 by small subscriptions, and the fund has just been raised (December, 1892). Sufficient funds have also been raised to warrant the erection of Somerville Hall, the building to contain a gymnasium for the young women and rooms for the Somerville Literary Society.

Howard W. Lippincott, of Philadelphia, a graduate of Swarthmore College in the class of 1875, has founded and endowed a fellowship at Swarthmore, in the sum of \$10,000, as a memorial to his father.

XXV.

THIEL COLLEGE OF THE EVANGELICAL LUTHERAN CHURCH, GREENVILLE.

By PROF. JOS. R. TITZEL, A. M.

From the time of its formation, in 1845, the Pittsburg Synod of the Evangelical Lutheran Church felt the need of an institution of learning within its territory sacred to the cause of Christian education and pledged to the distinctive faith and life of the Lutheran Church. The establishment of such an institution, in which "The Word of God would be the supreme law, and the chief thing in study, discipline, and government," was the cherished thought of the leading members of the synod for more than a quarter of a century. Academies were established at Zelienople, Leechburg, and Greensburg, and these for a time afforded opportunity for preparatory instruction to the synod's beneficiaries preparing for the Gospel ministry. In time, these schools passed away, but the want, which they had in a measure supplied, became all the more pressing.

Early in the year of 1865 Mr. A. Louis Thiel, a member of the German Lutheran Church, of Pittsburg, Pa., came to the Rev. W. A. Passavant, D. D., one of the pastors of the Pittsburg Synod, to consult him in regard to the most useful way of appropriating \$4,000 which he and his wife had set apart, as a tenth part of their income for years past, for some good purpose, and which he begged him to employ according to his best judgment in doing good. The need of an educational institution for the Lutheran Church in western Pennsylvania was suggested, and the proposition to use the money in founding such a school was favorably received.

The matter was made the subject of mutual prayer between Mr. Thiel and his adviser. After the lapse of more than a year, the summer resort known as "The Water Cure," in Phillipsburg, Beaver County, Pa., was bought for \$5,500 as a suitable place for beginning the proposed school. A few months later a house and lot adjoining the former purchase was bought by Mr. Thiel for a teacher's residence, when, on September 10, 1866, with five pupils present, Rev. E. F. Giese, A. M., opened the first session of the academy, which in course of time became Thiel College.

"Thiel Hall," as this academy was named in honor of Mr. Thiel, with all its grounds, was formally set apart to the interests of higher

Christian education October 21, 1866, with appropriate ceremonies. Dr. C. Porterfield Krauth, of Philadelphia, and the Rev. Geo. A. Wenzel, of Pittsburg, delivering the principal addresses at the dedication. On the 16th of October, 1869, that the usefulness of the school might be increased, and that its churchly character might be made fixed and stable, Mr. and Mrs. Thiel united in offering the entire property known as Thiel Hall to the Pittsburg Synod, then in session at Greensburg, Pa., with two very liberal conditions attached: (1) That the property, or its proceeds if it be sold, shall be regarded as sacred to the cause of Christian education in connection with the Evangelical Lutheran Church, and (2) that it is to be regarded as the commencement of a synodical institution in connection with the Pittsburg Synod of the Evangelical Lutheran Church.

The gift was received, with thanks to the generous donors and with the pledge of the faith of the synod that the conditions upon which the offer was made would be faithfully and solemnly observed. In compliance with the second condition of the gift, the synod at the same meeting took the necessary preliminary steps for the establishment of a college within its boundaries. Accordingly the first board of trustees was elected, consisting of 24 members—12 ministers and 12 laymen—the president of the synod being a member *ex officio*. The board at its first meeting, March 8, 1870, adopted a charter, which was afterwards approved by the legislature and signed by Governor Geary April 14, 1870.

By the will of Mr. Thiel, who died February 16, 1870, his life insurance, together with the residue of his whole estate, after the death of his wife and the payment of numerous other bequests, was bequeathed to the proposed college for an endowment fund. The life policy, amounting to \$22,543, was made the basis of a professorship of the German language. The residuary interest, which on settlement amounted to \$59,720, was set apart for general endowment, and the income from the whole Thiel fund was sacredly devoted to the payment of professors' salaries.

The first session of Thiel College opened in Thiel Hall, Phillipsburg, Pa., September 1, 1870, the board resolving that, until further arrangements should be made, Thiel College should embrace only the freshman and sophomore classes, together with the usual studies in the preparatory department, and that the teaching force should consist of a first and a second professor and a principal of the preparatory department. The board elected the Rev. H. E. Jacobs, A. M., first professor; the Rev. William F. Ulery, A. M., second professor; and the Rev. David McKee, A. M., principal of the preparatory department. The salaries of the professors were fixed at \$1,000 each; that of the principal at \$800. Mr. Jacobs, who had served as an instructor for several years in Thiel Hall Academy, declining the position tendered him, the Rev. H. W. Roth, A. M., then pastor of Grace Church,

Pittsburg, was elected to the first professorship and entered upon his duties at the opening of the school year, in September, 1870.

The location of the college at Phillipsburg for many reasons was not satisfactory, and a committee of the board was charged with the selection of a more desirable site. The committee, after carefully considering the various places in the western part of the State, to which they were limited by the terms of the charter, finally accepted a very flattering offer made by the citizens of Greenville, Mercer County. Their offer consisted in 5 acres of land, \$20,000 for the erection of a suitable building, and the old Greenville Academy, valued at \$3,000. It was afterwards found that the title of the academy was vested in a citizen, and that the college could not hold the property. The directors of the public schools also tendered the use of two of their best rooms free of rent for one year. These offers were accepted May 9, 1871, and steps were at once taken for the removal of the college to Greenville. The transfer was consummated in September, 1871, the second collegiate year being opened at this time in the building of the Greenville Academy.

The site selected for the college buildings is a beautiful elevation then about half a mile north of the city limits, but now included within the city. Dr. Daniel B. Packard gave 7 acres of land here, Mr. Samuel Ridgeway 1 acre, and individuals of the board purchased 15 acres, making the original plot contain 23 acres. In 1876 the whole Ridgeway farm was purchased for \$9,500, making in all a campus of 63 acres, 2 of which are native forest.

BUILDINGS.

The first building, named Greenville Hall in honor of generous gifts of the citizens of Greenville, was erected 1872-1874. Its corner stone was laid August 15, 1872. Rev. W. A. Passavant, D. D., of Pittsburg, delivered the principal address on this occasion, in which he gave the history of the institution and the purpose of the Pittsburg synod in its establishment, emphasizing in this connection the religious character of the school, and openly affirming that if the word of God were not made the great thing in the whole future of Thiel College it would sooner or later become, in the strong language of Luther, "a great gate of hell." Greenville Hall is a substantial brick structure, three stories high, 53 by 76 feet in dimension, and contains 28 rooms, with wide halls running the length of the entire building. The cost of its erection was \$22,649.79, of which the citizens of Greenville paid \$14,307. It was dedicated June 25, 1874, Revs. H. E. Jacobs and J. G. Pfuhl delivering the addresses.

Memorial Hall, a three-story, brick-veneered structure, containing chapel hall, recitation rooms, and three halls for the literary societies of the college, was erected in 1885-86. The money for this building was collected principally from the churches belonging to the Pitts-

burg synod. The corner stone was laid June 25, 1885, Rev. E. Bel-four, D. D., of Pittsburg, delivering the address. With the opening of the fall term in 1886 the building was occupied, and on November 10 it was formally dedicated, receiving the name Memorial Hall from the fact that its erection had been resolved upon by the Pittsburg synod in 1883, the Luther memorial year, as a tribute to the great reformer.

The boarding hall.—The farmhouse obtained in the property purchase in 1876 proving inadequate for the boarding department, a suitable building was erected in 1882, at a cost of \$2,733.51, containing a dining room 22 by 56 in size, together with a kitchen, rooms for the superintendent and helpers, and furnishing lodgings and home privileges for the lady students in the college.

Daily Hall, so named in honor of Mr. Jesse Daily, a citizen of Greenville, who generously gave the means for its erection, is the fourth of the Thiel College buildings. It is a two-story, brick-veneered edifice, and is designed for lodging rooms for the lady students, and contains also music and art rooms, parlors, and the office, study, and private rooms of the lady principal. Its corner stone was laid October 11, 1889, with appropriate ceremonies, the Rev. D. H. Geissinger, A. M., of Easton, Pa., delivering the address. The building at this date (September, 1890) is nearing completion and will be occupied early in the ensuing college year.

DEPARTMENTS.

Thiel College is a coeducational school, and offers its privileges and opportunities alike to both sexes. It comprises a preparatory department, a collegiate department, a department of music, and a department of art.

1. The course of study in the preparatory department, while affording a substantial, well-balanced academic training, is designed especially to fit the faithful student for entrance into the freshman class. Three years are required to complete the course of study in this department.

2. The collegiate department covers a four-years' course of study. The curriculum embraces all the branches usually included in what is known as a "liberal course of education." The study of the German language and literature is made a part of the regular course and is required for graduation. There are no parallel or elective courses. Religious studies, which are distinctively Lutheran, are required of all Lutheran pupils. Hebrew is an optional study, but is urged on all in the senior class who have in view the study of theology. By resolution of the synod "the Word of God, the catechisms of Luther, and sacred and church history are a part of the regular course of instruction, and one hour in each week in each class is devoted to the study of the catechisms of Luther, the Augsburg

Confession, and church history." Any student may be excused from these studies when his parents or guardians request it in writing.

The ladies' course embraces the studies of the collegiate department. A diploma ad gradum artium baccalaureum is awarded to the ladies who complete this course. A special shorter ladies' course in literature, history, music, and art is now being arranged by direction of the trustees, and all completing this course will be granted a "certificate of proficiency."

3. The department of music was established in the year 1881, with Miss Emma H. Swingle as director. The course of study in this department is arranged to afford a thorough and systematic instruction in both vocal and instrumental music. A regular and complete plan of study in the history and theory of music is also provided for all who wish to master this subject. Miss Swingle was succeeded as director in this department by Prof. T. Merrill Austin, A. M., now in charge of the musical department in Westminster College, New Wilmington, Pa. Professor Austin resigning, Col. William Washburn, A. M., was placed in charge, and continued until 1887, when Miss Julia Ackerman, M. B., the present incumbent, was elected.

4. The department of art was established in the year 1889, with Miss Sadie E. Leech as superintendent. It is the aim in this department to educate the pupils in the principles of art, and to train both eye and hand in the study of elementary forms, advancing as rapidly in drawing and painting as they are able. Good success has already been attained in this department.

EQUIPMENT.

In addition to the building described above, the college possesses a good library, which is free to all students. The library is especially rich in the department of early English literature. The college also has a museum, the geological and mineralogical sections of which are well filled. The laboratory is provided with apparatus as well for independent investigation as for class-room demonstrations.

ENDOWMENT AND RESOURCES.

Thiel College has experienced much inconvenience from the lack of means necessary for carrying on its work. From Mr. A. L. Thiel's gifts and bequests the nominal sum of \$87,763 has been received; but of this sum, owing to depreciation of stocks and other losses, only about \$33,000 are now productive. The Bassler professorship of Biblical literature and church history was established in 1882 by the sale of scholarships at \$500 each, the certificate of scholarship entitling the holder to the privilege of having one pupil under instruction in perpetuo. This professorship was named in honor of the late Rev. Gottlieb Bassler, a charter member of the Pittsburg Synod and director of the Orphan's Home, at Zelienople, Pa., a man eminent for

his piety and for his zeal for the faith of the Lutheran Church and higher Christian education. Forty of these scholarships have been issued, five of which owing to nonpayment are not available, leaving this endowment worth \$17,500.

Thiel College has also been the recipient of minor benefactions and donations, the principal one of which was a gift in December, 1884, of \$1,327, by an individual who does not wish his name made public, on the condition that the amount be applied to the payment of the salary of Prof. Joseph R. Titzel.

In 1881, with a view to increasing the efficiency of the college, Rev. D. M. Kemerer was appointed financial secretary by the board of trustees. His duties were, in general, to visit the various Lutheran charges in connection with the Pittsburg Synod, and in every way possible to promote the general welfare of the college by creating an interest in the institution, by securing students, by increasing the endowment fund, and by the collection of money for much-needed buildings. After three years of laborious effort, his resignation was accepted June, 1883, the board of trustees expressing its entire satisfaction with the present results of his services.

Since 1884 the Pittsburg Synod has made an annual appropriation to the support of the college, and with this appropriation, together with the income from tuitions and endowments, the college has been able to meet its current expenses and pay the salaries of its professors.

SOCIETIES.

Three literary societies are maintained by the students—two by the young men, one by the young women. Friday evening of each week is devoted to the meetings of these societies. All secret societies and Greek letter fraternities are forbidden by the rules of the institution.

DEGREES.

The degree of bachelor of arts is conferred on all who complete the prescribed course of study in the collegiate department. The master's degree is conferred in courses upon such graduates of the college as have entered one of the learned professions or present satisfactory evidence of attainment in science or literature. A post-graduate course has also been arranged, leading to the degree of doctor of philosophy. The requirement for enrollment in this course is that the applicant shall be a graduate of a reputable college, the equivalent of two years of faithful study is required, and the degree is awarded only upon satisfactory examination.

In the history of the college the honorary degrees in theology and literature have been bestowed but infrequently and with wise discretion.

CHANGES IN THE FACULTY.

The teaching force organized in 1870 has undergone a number of changes. In 1872 Rev. H. Gilbert, Ph. D., a graduate of the University of Leipzig, was elected professor of the German language and literature. In 1874, Rev. W. F. Ulery resigning, Rev. Joseph R. Titzel, A. M., was elected professor of Greek language and literature, and began his duties in October of that year.

In August, 1875, Rev. H. W. Roth, who had up to that date acted as first professor, was elected president of the college. Rev. John E. Whitteker, A. M., class of 1875, after serving several years as tutor, was elected professor of Latin in June, 1884. S. Harvey Miller, A. M., of the class of 1883, served as tutor from his graduation until the fall of 1887, when he was promoted to the chair of natural sciences. In 1886 Rev. H. W. Roth, after having served the college with much self-denial and zeal, resigned the presidency, and Prof. David McKee was appointed acting president, which position he filled until the election of Rev. William A. Beates, A. M., to the presidency. Mr. Beates entered upon his duties in September, 1888, and served in this position until June, 1890, when he tendered his resignation, and Rev. A. G. Voight, A. M., who had been chosen to the chair of German language and literature in September, 1889, was appointed by the board acting president.

Since the founding of the college the following persons have served as tutors: Rev. J. M. Hantz, A. M.; George L. Rankin, A. M.; Theo. B. Roth, A. M.; George W. Critchlow, A. M.; Horace E. Dunlap, A. M.; Emil G. Lund, A. M.; John A. Waters, A. B.; S. H. Miller, A. B.; James M. Campbell, A. B.; William M. Pettit, A. B.; Robert W. Brown, A. B.; Jacob M. Hankey, A. B.; and Harry J. Smeltzer, A. B.

In 1887 Rev. J. A. J. Zahn, A. M., who had long served on the board of trustees, was elected a professor, chair not designated. He entered upon his duties shortly after the opening of the fall term in 1887, and gave instruction in moral and mental science and church history, but he soon declined in health, and died in March, 1888.

In 1887 Prof. H. Gilbert, having reached the advanced age of 74, in order that he might be relieved of the labor connected with the duties of his position was made professor emeritus of German, and was assigned the work in Hebrew. Rev. William M. Rehrig, A. M., was appointed instructor ad interim in German, but finding that the duties of his pastorate required his full time he resigned his position as instructor January 1, 1888. Miss Celinda Cook, A. M., class of 1876, and her sister, Miss Rose Cook, were appointed to give instruction in German, and performed the duties of the German chair until the close of the year, June, 1889.

At its meeting in August, 1888, the board of trustees elected Rev. H. K. Shanor, A. M., principal of the preparatory department, with a

view to its more complete organization, but owing to the resignation of Rev. Whitteker as professor of Latin, Professor Shanor was assigned part of the college Latin. At the end of the scholastic year he resigned to accept the Latin professorship in Gustavus Adolphus College, St. Peters, Minn.

The board of trustees in June, 1890, elected Prof. B. F. Sawvel, Ph. D., of Youngstown, Ohio, to the chair of English language and literature. At the same time Miss E. A. Kaehler, of Germantown, Pa., was chosen to the position of principal of "Daily Hall" and instructor in German.

THE FACULTY.

The faculty as now constituted is as follows: Rev. A. G. Voigt, A. M., acting president and professor of German language and literature; Rev. D. McKee, A. M., professor of mathematics; Rev. H. Gilbert, Ph. D., professor emeritus of German language and literature and instructor in French and Hebrew; Rev. Joseph R. Titzel, A. M., professor of Greek language and literature; S. H. Miller, A. M., professor of natural sciences; B. F. Sawvel, Ph. D., professor of English language and literature; Miss Julia Ackerman, M. B., instructor in music; Miss Sadie Leech, instructor in art; Miss E. A. Kaehler, principal of ladies' department and instructor in German; Harry J. Smeltzer, A. B., tutor in academic department.

CONCLUSION.

Since its establishment Thiel College has matriculated 565 students. Of these 123 young men and 31 young women have been graduated. The existence of Thiel College, and its success as an institution for higher Christian education, are owing in no small degree to the efforts of Rev. W. A. Passavant, D. D., who long cherished the thought of establishing a Lutheran college in western Pennsylvania, and whose influence in behalf of Thiel has secured for it the cordial support of many friends. Simple justice also requires the mention of Dr. Roth's efforts and wise administration during the sixteen years of his connection with the institution. The school is now well equipped. Its work in the past has been solid and substantial, and with the advantages now of good buildings, ample apparatus, and a strong faculty, the prospects of greater success in the future are most encouraging.

The writer of this sketch has made free use of "The history of Thiel College," in the Pennsylvania College Book, by Dr. H. W. Roth, first president of Thiel College; also of the address by Rev. W. A. Passavant, D. D., delivered at the laying of the corner stone of Greenville Hall; of the minutes of the Pittsburg Synod from 1865 till the present date, and of the faculty's minute book and Thiel College catalogues.

[The officers of the faculty in 1902 are Rev. Theophilus B. Roth, D. D., president; Prof. John E. Sandt, A. M., secretary; Rev. Edward L. Baker, A. M., librarian.]

XXVI.

URSINUS COLLEGE, COLLEGEVILLE, PA.

By Rev. H. T. SPANGLER, A. M.

Institutions, like poets, are born, not made. They are the outgrowth of the times in which they spring into being, either as the expression of the reigning life of the day, or as the product of the exigencies of the times. The former class are created by established human authorities; the latter have their birth in the throes of history, and seem to be directly the children of Providence.

Ursinus College owes its origin to the development of tendencies in the Reformed Church after 1850 that threatened to unhinge the historical position of the church. The necessities of the church brought it into being. Its roots are embedded in the history of the times. Its ecclesiastical legitimacy rests on the same historical basis as that of the revival of learning and the Protestant Reformation in the sixteenth century.

The first meeting of the men whose convictions impelled them to undertake the founding of an institution of liberal learning was held in the city of Philadelphia in the month of November, 1868. On the 30th day of the same month, at a meeting of the friends favorable to the establishment of a collegiate institution, the following paper was adopted:

The undersigned ministers, members, and friends of the Reformed Church, residing within the limits of Philadelphia Classis, realizing the importance of establishing in our midst a collegiate institution which shall afford the usual advantages of a higher religious and literary education, herewith agree to unite in an effort to found such an institution, and to make the necessary arrangements for opening it as soon as possible under the management of a suitable board of trustees. It is expressly understood and agreed that the religious and moral principles upon which the institution shall be based shall be those of the Heidelberg Catechism and historically distinctive of the Reformed Church, and that this object shall be definitely secured and provided for in the charter.

To this document 15 names are appended, nearly all of which appear in the list of incorporators. On December 29 another meeting was held, at No. 26 North Fifth street, Philadelphia, at which a board of directors was agreed upon. January 12, 1869, is the date on which the formal organization of the board was effected and a committee appointed to prepare a charter. The work of this committee was approved on February 3, and on the 5th of February, 1869, the

act of incorporation was procured from the legislature of Pennsylvania. The instrument provides that the board of directors shall at first consist of James Koons, sr., Rev. J. Knipe, W. D. Gross, H. W. Kratz, A. Kline, H. K. Hornish, Abraham Hunsicker, sr., J. W. Sunderland, John Wiest, A. W. Myers, Rev. H. H. W. Hibshman, A. Van Haagen, Rev. J. H. A. Bomberger, Rev. J. T. Wiehle, Rev. Jacob Dahlman, jr., Emanuel Longacre, George Schall, W. L. Graver, Rev. William Sorber, Nathan Pennypacker, and Rev. N. Gehr, of whom, at a meeting held in Philadelphia February 10, Mr. A. Kline was chosen permanent president of the board and H. W. Kratz, esq., secretary.

The meeting of the directors on the 3d day of February, 1869, was held, according to previous arrangement, at Freeland, Pa., in the buildings occupied by Freeland Seminary, a property to which the attention of the founders of Ursinus College had been repeatedly called by the Rev. H. H. W. Hibshman, the pastor of St. Luke's Reformed Church, Trappe, as a suitable location for the new college. To his interest and activity this community is indebted, under Providence, for the privilege of having a higher institution of learning in its midst. At the same meeting the purchase of the property was consummated.

The records from which these facts are culled do not give a hint as to the time when the name for the institution was adopted, or as to the person who suggested it. The purpose of the founders in choosing the name Ursinus is, however, very manifest. The name of this institution was to be an exponent of its principles. The first section of the article of the constitution which sets forth its aim says:

The religious and moral principles of the college shall always be those of the Evangelical Protestant Church, and in essential historical harmony with those of the Reformed Church as represented by him whose distinguished name the institution bears.

The first steps toward the organization of the faculty were taken at a meeting held in Philadelphia June 7, 1869. At that time the Rev. Dr. Bomberger was unanimously elected president of the college. On the 10th of February, 1870, the Rev. H. W. Super, A. M., was elected vice-president and professor of mathematics; J. Shelly Weinberger, A. M., professor of Latin and Greek; the Rev. J. Van Haagen, A. M., professor of German; J. W. Sunderland, LL. D., professor of chemistry and natural history, and J. Warren Royer, M. D., lecturer on physiology. These gentlemen severally accepted the positions to which they had been elected, on July 2, 1870. Ten days later Prof. W. H. Snyder was elected to take charge of the academic department.

The next step in the development of the institution is recorded in the minutes of September 6, 1870, as follows:

The formal opening of the institution was held this afternoon at 2 o'clock in the college building. The opening address was delivered by the Rev. H. H. W.

Hibshman. The different professors were inducted into their respective chairs by the president of the meeting, Mr. Anthony Van Haagen. Addresses were made by Dr. J. H. A. Bomberger and Rev. H. W. Super. Music by the Collegeville Cornet Band.

Before the close of the first academic year, on June 1, 1871, the directors took another forward step by adopting the following:

Whereas Ursinus College has been founded for the purpose of serving the cause of evangelical Protestant Christianity by providing the fullest opportunity for obtaining a thorough and complete Christian education, calculated to qualify all who may avail themselves of it for the highest and holiest duties of life; and

Whereas the charter of the college expressly provides for the accomplishment of this purpose: Therefore,

Resolved, That a theological course of study be provided in addition to the prescribed academic and collegiate courses, to go into effect with the opening of the fall term of the next academic year.

To Dr. Bomberger, Revs. J. Dahlman, jr., and Abraham Hunsicker, sr., was committed the duty of arranging this course of study.

The attendance of students during the first year was large enough to overcrowd the buildings, and the president reported to the board on September 12, 1871, that it had become necessary to provide rooms for some students near by. A committee was immediately appointed to procure plans for an additional building, and the present east wing was built during the spring and summer of 1872. The idea of erecting such a wing was already in the mind of the first committee appointed to mature plans for raising funds February 10, 1869.

After the institution had been provided with sufficient buildings and equipments and the faculty strengthened by the addition of Prof. Samuel Vernon Ruby, esq., A. M., Ph. D., in September, 1872, its work was carried forward with steadfast devotion and success by those intrusted with it. The quality of the work done in the different departments has been improving all these years, while the number of students has been variable, because largely dependent upon circumstances beyond the control of the faculty. The advent of Professor Reichenbach in the academic department in 1878 brought to it all the advantages of thorough discipline and wide experience in teaching. The collegiate and theological departments have been strengthened by the work of Professor Stibitz in Latin and in Hebrew. The instruction in all the departments of the institution is thoroughly organized, and the college stands second to none in the State in this respect.

The first class graduated by the college left its halls in 1873, and consisted of five men. In 1872 already two young men had gone forth from the theological department. Every year since 1873 has contributed its quota to the list of graduates until the numbers now stand at 124 collegiate and 69 theological alumni.

A table showing the attendance of students at Ursinus is here given:

Year.	Students.	Year.	Students.	Year.	Students.
1869.....	138	1876-77.....	121	1884-85.....	131
1869-70.....	127	1877-78.....	115	1885-86.....	153
1870-71.....	120	1878-79.....	70	1886-87.....	121
1871-72.....	148	1879-80.....	^a 60	1887-88.....	162
1872-73.....	113	1880-81.....	76	1888-89.....	180
1873-74.....	119	1881-82.....	115	1889-90.....	154
1874-75.....	117	1882-83.....	118		
1875-76.....	107	1883-84.....	116		

^aApproximate number.

A careful comparison of the results attained during the different periods reveals some very instructive history to those acquainted with the inner life and progress of the institution, while the import of the record for the whole period, a total of 2,675, is exceedingly creditable and gratifying.

XXVII.

AUGUSTINIAN COLLEGE OF ST. THOMAS OF VILLANOVA, VILLANOVA, PA.

By Rev. F. M. SHEERAN, *President.*

The College of St. Thomas of Villanova, Roman Catholic, situated in Delaware County, Pa., about 12 miles west of Philadelphia, is conducted by the Augustinian Fathers. In 1841 land was bought for college purposes. In 1843 the college was opened under the presidency of Rev. John P. O'Dwyer, O. S. A. In 1848 by an act of the legislature the college was empowered to grant such degrees as were granted in other colleges and universities of the United States. In 1856 the degree of bachelor of arts was first conferred. In 1875 the alumni association was organized.

To become a student of Villanova religious tenets other than those of the Catholic Church are no obstacle.

The college draws no funds from the State.

Besides the lay department there is also the ecclesiastical department, under the charge of a rector and three professors.

Attached to the college is a farm of about 200 acres.

XXVIII.

WASHINGTON AND JEFFERSON COLLEGE.

By President J. D. MOFFAT.

Washington and Jefferson College owes its origin to the union of two colleges—Jefferson College, located at Canonsburg, and Washington College, located at Washington—both within the county of Washington, and but 7 miles apart. Each college was the outgrowth of an academy, and the academies resulted from an educational movement which began about the year 1780. The complicated relations of the two colleges, how there came to be two colleges so near together, and why they were not earlier united, can not be clearly understood without some account of the early schools and academies.

THE EARLY SCHOOLS.

The Presbyterian ministers who settled in the county along with the pioneers were strong in their convictions that the higher education should go hand in hand with religion, and began, before the Indian warfare had wholly passed away, to gather boys into schools. Their primary purpose was to educate them, and their ultimate purpose was to fit some of them to become ministers and missionaries. Three of these schools were founded in different parts of the county—one by the Rev. John McMillan, D. D., at Chartiers, about 2 miles from Canonsburg; one by the Rev. Thaddeus Dod at Amity, about 10 miles south of Washington, and one by the Rev. Joseph Smith at Buffalo, about 8 miles west of Washington—very wisely distributed. These schools were held in rude log-cabin structures, without floors, a small opening filled with oiled paper serving the purpose of a window. The date of the opening of these schools is uncertain, but Dr. McMillan's and Mr. Dod's schools were certainly opened as early as 1782,^a and Mr. Smith's in 1785. They are all to be reckoned among the earliest classical schools in the country west of the Alleghany Mountains. They were in no sense rival schools, nor does it appear to have been the design of their founders that they should grow into chartered academies, and later into colleges. They were temporary expedients to be supported until their work could be undertaken by more permanent institutions. Recent efforts to prove the priority of any one of them have not been

^aA persistent tradition, fifty years ago, gave 1780 as the date of the opening of Dr. McMillan's log-cabin school, but the only contemporary testimony of record gives the date as prior to 1782.

entirely conclusive, and it is certain that the disputants have attached an importance to the question of priority that never could have entered into the thought of their founders. It does not appear that any one of these schools had any such intimate connection with the academies, out of which the colleges grew, as to warrant our calling the latter lineal descendants of the former. The schools were simply forerunners of the academies, and their founders were also active in founding the academies and colleges; but Mr. Dod had abandoned his school before the first academy was started, and Dr. McMillan continued his school some time after the second academy had been opened.

THE ACADEMY AT WASHINGTON.

All three of these noble men—McMillan, Dod, and Smith—united with the other ministers of the county and prominent laymen in the work of organizing the first academy, and located it at the county seat. For this academy they procured a charter from the legislature of the State, which bears the date of September 24, 1787. At that time the town had been laid out only five years, and the county had been organized but six years, and no church had yet been organized in the town. The incorporators named in the charter were Rev. John McMillan, Rev. Joseph Smith, Rev. Thaddeus Dod, Rev. John Clark, Rev. Matthew Henderson, Rev. John Corbley, James Marshall, James Edgar, John M. McDowell, Alexander Wright, James Allison, Thomas Scott, David Bradford, James Ross, David Reddick, John Hoge, Alexander Addison, Thomas Crooks, James Flannagan, Dr. Absalom Baird, and James Brice. The first five of these were Presbyterian ministers, all who were then living west of the Monongahela River; the Rev. John Corbley was a Baptist; the others were principally elders and members of the Presbyterian churches of Chartiers, Cross-creek, Buffalo, etc. Two of them, Judges Allison and McDowell, being members of the legislature, aided in securing the charter and a grant of 5,000 acres of land. The land was located chiefly in what is now Beaver County, and was valued at the time at 20 cents an acre, but for a long time it was unproductive; indeed, no use was made of it until it was sold in 1797 for about \$4 per acre. The academy was not opened until April 1, 1789. At that time Rev. Thaddeus Dod entered on his duties as principal, with 20 or 30 students, in the upper rooms of the court-house, rented for the academy, and he continued in the work for fifteen months, three months longer than he had agreed to remain in the position. He was succeeded by Mr. David Johnston, a graduate of the University of Pennsylvania, who had been a teacher of the English branches in the academy. In the winter of 1791 the court-house was burned, and the academy was suspended. This suspension, due in part to the indifference of the citizens of the town, led to the founding of the academy at Canonsburg; and the successful operation of this academy stimulated the people of

Washington to revive their academy and to provide for it a temporary building, erected on four lots donated by John and William Hoge, the principal proprietors in the town. The successive principals of the academy were James Dobbins, Benjamin Mills, and Rev. Matthew Brown. It was in the spring of 1805 that Rev. Matthew Brown became principal of the academy and pastor of the First Presbyterian Church of Washington. He was assisted as principal, first by David Elliott, later his successor in both positions, and afterwards by George Baird; and such was the success of the institution under their management that on the 28th of March, 1806, an act was passed by the legislature granting the trustees the charter of a college.

The library of the academy owed its origin to a donation of £50 from Dr. Benjamin Franklin as early as 1790. The legislature in 1797 made a second grant of aid to the amount of \$3,000, which was devoted to the completion of the stone building, two stories high and 30 by 35 feet, begun in 1793, and still standing as the central portion of the old college building and which took the place of the first structure erected.

THE ACADEMY AT CANONSBURG.

Dr. John McMillan and Rev. Matthew Henderson, after the burning of the court-house and the suspension of the academy at Washington, visited the town and endeavored to awaken interest enough to secure the resumption of the academy, but in vain. Then, discouraged, they visited Col. John Canon, the founder of Canonsburg, who promptly offered to give a lot and to advance the money for the erection of a building on it for an academy. They accepted his offer, and, abandoning further effort in Washington, united with ministers and citizens from all parts of the county to found and sustain an academy at Canonsburg. It was organized at once in the summer of 1791 and held its first session in the open air under the shade of some sassafras bushes about half a mile from the village. There were present two pupils, William Riddle and Robert Patterson, and as visitors Revs. McMillan, Smith, and Henderson, Judges Allison and McDowell, and Craig Ritchie, esq. After a prayer by Mr. Henderson the two boys recited from "Corderii Colloquia," and another prayer by Mr. Smith closed the first session. Dr. McMillan was the recognized leader and directed these exercises, and Mr. Johnson, the late principal of the Washington Academy, was the teacher. In the fall of 1791 the new stone building was fit to be occupied, in part at least, and Mr. Samuel Miller, who had taught the English school of the place, was employed to teach the English branches and mathematics, while Mr. Johnson, as principal, taught the classics. Under these instructors the academy flourished and the attendance of students from the region about exceeded the expectations of the founders. Among the first pupils were Abraham Scott, Robert Patterson, Wil-

liam Wylie, Thomas Swearengen, James Snodgrass, Ebenezer Henderson, James Duncan, James Allison, Joseph Doddridge, Darsey Pentecost, James Dunlavy, Daniel McLean, William Kerr, Philip Doddridge, and Alexander Campbell.

The educational forces of the county were now withdrawn from Washington and concentrated at Canonsburg. As already stated, the principal of the Washington Academy became the first principal of the Canonsburg Academy, taking many of his pupils with him. A conference of ministers and citizens held in July, 1791, indorsed the effort to build up the new academy. Similar approval was given by the Synod of Virginia at a meeting held October 1, 1791, and by the Presbytery of Redstone a fortnight later. The educational pioneers of the county, McMillan and Smith, gave their approval, and Thaddeus Dod sent his son as a pupil. It was evidently accepted as the one academy for the county, taking the place of the one which the friends of liberal education had hoped to establish at the county seat. But this auspicious beginning brought about the resurrection of the academy at Washington, and the rivalry began which was destined to continue for more than a half century.

In 1794 a charter was obtained from the supreme court of the State, in which the incorporators were designated "The Academy and Library Company." The nine trustees provided for in the charter are not known, but probably consisted of the same persons found recorded in connection with the first minutes of the board, bearing date of January 25, 1796, viz, John Canon, John McDowell, Craig Ritchie, Robert Ralston, Thomas Brecken, James Allison, James Foster, David Gault, and Alexander Cook. At the meeting held January 25, 1796, James Allison was elected president and Alexander Cook, secretary; and at the same meeting a petition to the legislature was adopted praying that Canonsburg might be selected as the place if the legislature should determine to establish a college west of the mountains. Similar efforts were subsequently made in October, 1800, but it was not until January 15, 1802, that the act was passed by which Jefferson College was chartered.

In addition to the trustees already mentioned the following persons were trustees during the period of the academy: Revs. Joseph Patterson, Thomas Marquis, Boyd Mercer, John McMillan, James Power, James Dunlap, John McPherrin, David Smith, William Swan, John Smith, John Riddle, James Hughs, and Thomas Moor, and Judge Edgar, William Findley, esq., John Wright, esq., and Robert Galbraith, esq.

The teachers engaged at different times included, besides David Johnston and Samuel Miller, already mentioned, James Mountain, John Watson, subsequently the first president of Jefferson College, Thomas E. Hughs, James Carnahan, who afterwards became president of Princeton College, and Joseph Stockton.

The curriculum of studies required in order to secure the Latin certificate, as determined by the trustees in 1799, included the following:

The first three books of *Selectæ Profanis*, six books of Ovid, the *Eclogues* and *Georgics* of Virgil, and the first six *Æneids*, all Horace, and the *Orations* of Cicero. Then in Greek the usual parts of the Greek New Testament, the first four books of Xenophon's *Cyropædia* and four books of Homer's *Iliad*. In mathematics, the whole of arithmetic, the first six books of Euclid's *Elements*, Simpson's *Algebra* to the fiftieth problem, trigonometry, surveying, Martin's *Natural Philosophy*, *Astronomy*, and *Geography*, comprising the use of the globes; rhetoric, logic, and moral philosophy.

Among the students of the academy whose names do not appear among the alumni of the college were such men as the following: Revs. Cephas Dod, Elisha McCurdy, Thomas E. Hughes, Thomas Marquis, Robert Johnston, Joseph Stockton, Samuel Tate, James Satterfield, Obadiah Jennings, D. D., William Neill, D. D., James Ramsey, D. D., James Hoge, D. D., and Gilbert McMaster, D. D., all ministers, and the following laymen: Thomas McGiffen, esq., Joseph Patterson, Hon. George Torrence, James Power, M. D., and many others.

It was during the academic period that the two literary societies, still existing, were founded—the Philo, August 23, 1797, by John Watson, afterwards the first president of Jefferson College, and the Franklin, November 14, 1797, by James Carnahan, who had been a pupil of Watson's and afterwards teacher for some time in the academy and later president of Princeton College, N. J.

The subscriptions of the people of that early time to support the new institution reveal at once the poverty of pioneer settlers and their devotion to the cause of education. The men contributed wheat, rye, or corn, from 1 to 5 bushels each, and the women, linen, from 3 to 6 yards each. "One subscription was to be paid in whisky."

JEFFERSON COLLEGE.

The charter which changed the academy into a college bears the date of January 15, 1802. Why the new college was called Jefferson is not known, nor is it known whether the name was selected by the trustees or by the legislature. It has seemed strange to many that a college founded and controlled by deeply religious men should bear the name of one whose general attitude toward Christianity was one of hostility. Dr. Smith, in his *History of Jefferson College*, remarks that Mr. Jefferson "had been inducted into the office of President of the United States in March, 1801. His Administration, for some time, was like a continued ovation. The party who had borne him triumphantly forward to this high station were in the utmost state of exultation. To call this first college in the West, the first seat of science in the valley of the Mississippi, after the idol of the people would be thought on all sides most felicitous. It might have been

sincerely thought by the trustees a compliment to Mr. Jefferson which he deserved."

The measures taken by the board in organizing the college faculty indicate the poverty of the institution. They resolved that the faculty should consist of a president or principal, a professor of divinity, and a professor of mathematics. The principal was authorized to teach moral philosophy, logic, rhetoric, geography, and languages, on a salary of £150 a year, and provide his tutors at his own expense. The professor of mathematics and natural philosophy had a salary of £100. These two, the president and one professor, continued to constitute the college faculty (the professor of divinity not doing college work) until 1818.

The first principal elected by the board was Rev. John Watson, whose early career was somewhat remarkable. An orphan and compelled to labor, he spent his spare hours in reading; and, without instruction and without a grammar, he made considerable progress in reading Horace with the aid of an old, mutilated Latin dictionary. Judge Addison, finding him late at night reading Horace by the fire-light, became interested in him and helped him by gifts of better books; and by their careful study he became sufficiently proficient in Latin and Greek to be employed at the age of 19 as a tutor in the Canonsburg Academy. Eighteen months later he entered the College of New Jersey and graduated in 1797. But his career as president was very short. Elected August 29, 1802, he died November 30, 1802.

The first class, graduated in the fall of 1802, consisted of 5 men, 4 of whom became effective ministers, and 1, Israel Pickens, a lawyer, member of Congress, governor of Alabama, and United States Senator. One of the ministers, Rev. William McMillan, D. D., became president of Jefferson College, and later president of Franklin College, Ohio. The other members of this first class were Revs. Johnson Eaton, John Rea, and Reed Bracken.

The second principal, Rev. James Dunlap, a graduate also of the College of New Jersey, was 60 years of age when he entered on the joint work of president of the college and pastor of the church of Millers Run, about 6 miles distant. He held the office for eight years, resigning April 25, 1811. During this time \$3,000 had been received from the State, and \$1,600 had been bequeathed by a Rev. Mr. Clark, and in 1809 the total amount of invested money was reported by the treasurer as \$7,190.

The third principal was Rev. Andrew Wylie, who had been graduated from the new college in the autumn of 1810. He was elected April 29, 1812, at the age of 23 years, and continued in office until April, 1816. During this period a most serious and promising negotiation for a union with Washington College was conducted, but it failed, and rivalry and conflict broke out afresh. Dr. Wylie was suspected of favoring the offer made by Washington College, and finding

his position uncomfortable on this account he resigned. The subsequent discussions established the fact that his conduct during the negotiations had been entirely proper, but his acceptance of the presidency of Washington College a year later did not tend to allay suspicion.

Rev. William McMillan, a member of the first class graduated, elected principal September 24, 1817, next presided over the college. During his administration a new building was in process of erection, and was nearly completed when he resigned August 14, 1822. He was succeeded by Rev. Matthew Brown, D. D., who had been the president of Washington College from its foundation to 1817. Under Dr. Brown's presidency the college made its most rapid progress. The number of students increased from 110 in 1823 to 220 in 1845, and the faculty increased from the principal and two professors to the principal and five professors. The new college building, begun in the previous administration, was completed, and by the year 1833 another building was added to it. The college did not succeed, however, in getting endowment.

In June, 1824, a proposition was received from four physicians residing in Philadelphia to organize a second medical school in Philadelphia and to become connected with Jefferson College under certain conditions. These persons were Joseph Klapp, M. D., George McClelland, M. D., John Eberle, M. D., and Jacob Green, esq. By the action of the trustees the medical faculty was established and named "Jefferson Medical College." It was provided that vacancies in the faculty should be filled by appointment of the college trustees upon nomination of the medical faculty. Jefferson College was not to receive any fees from the medical college except the usual diploma fee to the principal, and the medical college should have no claim on the funds of the college. A year later the board of trustees was authorized by the legislature to appoint 10 trustees for the medical college, which was done. Later, the control of the medical college was committed almost completely to the 10 trustees in Philadelphia, and about the only advantage to Jefferson College arising from this nominal connection was the annual service of Prof. Jacob Green as an instructor in chemistry, mineralogy, etc., he coming to Canonsburg every summer for that purpose. In the year 1837 the medical college became wholly independent.

In 1830 an attempt was made to furnish assistance to indigent students by purchasing a farm and giving them opportunity to earn something by labor on it. A provisional purchase was made, but a few years' experience satisfied the board that the scheme was not practicable.

Dr. Brown resigned the presidency September 27, 1845, having brought the institution up to as high a standard of popularity and efficiency as limited pecuniary resources would admit.

The next president elected was the Rev. Robert J. Breckinridge, D. D., who resigned the pastorate of the Second Presbyterian Church of Baltimore, Md., to accept the presidency. He remained but two years, resigning June 9, 1847, to accept a call to Lexington, Ky.; but his brief service gave an impetus to the institution.

Rev. Alexander Blaine Brown, D. D., an alumnus of 1825, son of ex-President Dr. Matthew Brown, was next called to the presidency, October 14, 1847. Dr. Brown had been professor of belles lettres for six years, was popular, and in every way well qualified for the position, which he occupied as long as his health would permit—nine years.

Rev. Joseph Alden, D. D., a graduate of Union College, New York, was next called from the professorship of moral philosophy in Lafayette College. During the six years of his administration the college was in the most flourishing condition of its history, until the breaking out of the civil war, in 1861, reduced the attendance from an average of 266 to 185. Dr. Alden resigned November 4, 1862, and was succeeded by Rev. David H. Riddle, D. D., an alumnus of the college and a son-in-law of Dr. Matthew Brown. Dr. Riddle continued president until the union of the college with Washington College, when he became a professor in the faculty of the new organization. The separate existence of Jefferson College ceased when the union took place, in 1865. During its life there were 1,950 men graduated, of whom 940 became ministers, 428 lawyers, 208 physicians, and 374 had other occupations.

We turn back now to trace the history of

WASHINGTON COLLEGE.

The charter was dated March 28, 1806. In December of the same year the faculty was organized by the election of Rev. Matthew Brown, principal; James Reed, professor of mathematics and natural philosophy, and Isaac Blair, M. D., professor of medicine. The chair of ancient languages was not regularly filled until 1815, but these languages were taught by young men acting as tutors. These temporary instructors became afterwards men of distinction. One of them, Andrew K. Russell, afterwards settled in Newark, Del., as a preacher and teacher, is spoken of as the founder of Newark College. Another, Christopher Rankin, became a member of Congress, and the third, T. M. T. McKennan, became a Congressman and Secretary of the Interior under President Fillmore.

For the first nine years, then, the college faculty consisted of the principal, one professor, and one instructor. The income was small, allowing but \$500 for the salary of the principal and \$350 for that of the professor. The apparatus must have been wanting altogether, for in 1811 the board, at the earnest solicitation of the faculty, appointed a committee to "consider the subject of the purchase of maps of Asia

and Africa, an electrical machine, prism, microscope, air pump and receiver, thermometer, and barometer." In the same year additions to the one small building were proposed, but could not be commenced until 1816, nor completed, for want of funds, until several years later. These additions as wings to the stone academy are still standing.

Dr. Brown retired from the presidency in 1816 and was succeeded by Rev. Andrew Wylie, D. D., a graduate and president of Jefferson College. Dr. Wylie filled the place until his resignation, December 9, 1828, and became shortly afterwards president of the University of Indiana, at Bloomington. The board of trustees did not succeed in securing a successor for two years, and was forced to suspend the college. Among those associated with Dr. Wylie as a member of the faculty was the late Rev. John W. Scott, D. D., the father-in-law of President Harrison.

In the autumn of 1830, the Rev. David Elliott, D. D., having become pastor of the First Presbyterian Church of Washington, an effort was made to have the college reopened, and Dr. Elliott was called to the presidency. He declined the offer, but consented to act temporarily until a suitable president could be found. Under his able management the attendance increased rapidly from 20 to 119.

In 1832, May 9, Rev. David McConaughy, D. D., was inaugurated president, and administered efficiently the duties of the position until his resignation, September 27, 1849. During this period an additional building was erected for recitation purposes, finished in 1836, and remodeled, to improve its architectural appearance and increase its rooms, in 1847.

In 1850 Rev. James Clark, D. D., was elected to the presidency and continued in office until July 13, 1852, when he resigned, and was succeeded for a year by Rev. James I. Brownson, D. D., the pastor of the Presbyterian Church, as president pro tem.

During the temporary presidency of Dr. Brownson an important change in the relations of the college was effected. By a mutual agreement the college was placed under the control of the Presbyterian synod of Wheeling. The final action of the board of trustees was taken November 9, 1852. By this compact the board of trustees conceded to the synod the right to nominate professors and trustees as vacancies should occur, the power of election remaining with the board as before; and the synod pledged itself to keep the college in operation by means of the interest which should accrue from an endowment fund of \$50,000, which it proposed to raise by the sale of scholarships, which should be honored by the college for tuition. The trustees did not surrender the control of property and funds intrusted to it by its charter. This compact continued in force until the union of the college with Jefferson, in 1865, when the endowment fund of the synod of about \$35,000, after all debts were paid, was intrusted to the new board of trustees.

The Rev. John W. Scott, D. D., was inaugurated president in September, 1853, and continued in office until the union.

During the period from 1806 to 1865, there graduated from Washington College 877 men, of whom 340 became ministers, 215 lawyers, 115 physicians, and 207 entered other occupations.

WASHINGTON AND JEFFERSON COLLEGE.

There was scarcely a year during the sixty years of the existence of the two colleges in such close proximity when their union was not earnestly desired. Efforts to negotiate a union were made by one college or the other in 1807, 1815, 1817, 1843, 1847, and 1852. The chief difficulty in the way was the location of the united college. Neither Washington nor Canonsburg was willing to lose a college, and a majority of trustees was interested in one place or the other, and the longer the colleges existed apart the more intense the local feeling became. In what respects, then, were the circumstances more favorable in 1865? In two respects: First, the financial condition of the colleges forced on their boards the alternative of union or death; and, secondly, some inventive genius discovered a way whereby the colleges could be united without depriving either Washington or Canonsburg of an educational institution. Their financial embarrassment was brought about by their desperate efforts to increase their endowments. Appeals to people of wealth seemed to accomplish nothing, doubtless because of the unwillingness to contribute to either of two such close rivals. After forty years of effort the invested funds of Jefferson College amounted in 1845 to just \$3,884.50, and the debt was reported at that time at \$6,661.75, and Washington College was no better off.

In 1852 both colleges entered into the scholarship scheme, selling scholarships, in one case for \$25 and in the other for \$50, which entitled the holder to four years' tuition. In this way Jefferson College realized a fund of \$60,000, and Washington College, through the synod of Wheeling, about \$50,000, but both colleges lost the income from tuition fees, which would average twice the amount of the interest on the new endowments, inasmuch as students bought or rented scholarships, as cheaper to them than the tuition fee of \$30 a year. In 1864 the floating debt of Jefferson College amounted to \$10,000 and that of Washington to \$3,000. It was easy for anyone to see that the end of both was not far off if some change could not be effected.

It was at this crisis that the Rev. Dr. C. C. Beatty, of Steubenville, Ohio, in no way connected with either college, offered \$50,000 on condition of union. This offer was followed in September, 1864, by a convention of alumni held in Pittsburg, at which a plan of union was proposed and urged on the acceptance of the boards of trustees. This plan was to locate the principal part of the college proper at one place and a preparatory school and scientific department at the other

place, but both to be under one board and one faculty. This plan was accepted in substance by the two boards, and a new charter petitioned from the legislature. The new charter authorizing the union bears date of March 4, 1865. The new board was to consist of 31 members, 15 of which were to be named by each board, and the sophomore, junior, and senior classes were to be at Canonsburg, the freshman class and the preparatory and scientific departments at Washington. Rev. Dr. Jonathan Edwards was called to the presidency, and the faculty organized by combining the professors of the two colleges. The college seemed to prosper for a while. The attendance exceeded for three years the aggregate attendance of previous years. But the form of union never gave entire satisfaction, and difficulties of administration began to multiply. The public distrusted the permanency of the union and refused contribution to the endowment, and before the end of the third year it became universally evident that consolidation must take place. The board of trustees by unanimous vote asked the legislature for an amendment to the charter, which provided that the college departments should be brought together in one place, the place to be determined by a two-thirds vote of the trustees. This supplement to the charter was passed February 26, 1869, and the board met in the First Presbyterian Church of Pittsburg April 20, 1869, and, on the eighth ballot, the requisite two-thirds vote was cast in favor of Washington. This was an unexpected event. As the board was composed of members chosen half by Jefferson and half by Washington, it was not thought possible that either place could obtain a two-thirds majority, but the offer of \$50,000 by citizens of Washington had great weight in securing this result. The property in Canonsburg was set apart for the use of an academy organized under a separate board of trustees and arrangements made to carry on all departments of college work at Washington. Just previous to the vote which located the college at Washington President Edwards resigned, and Rev. Dr. S. J. Wilson, a professor in the Western Theological Seminary at Allegheny, was appointed president pro tempore.

Dissatisfaction on the part of those who preferred Canonsburg now arose and took the form of active, persistent opposition, which crippled the college for years. Before the college opened in September, 1869, a United States judge issued an injunction forbidding the professors who had been at Canonsburg to teach the upper classes in Washington, and suits were entered in the State courts to determine the legality of the union. This opposition created doubt as to the permanency of the consolidation and led large numbers of the upper classes to go to other colleges. Diverting in this way the small streams of patronage which had flowed steadily from many places toward this college, the various institutions which profited by the injunction continued to profit at our expense for years after the injunction was dissolved

On January 3, 1870, the supreme court of the State decided unanimously in favor of the legality of all the steps taken by the board, and the injunction was dissolved. The college was now put into full operation. But appeal was taken to the Supreme Court of the United States on the ground that the scholarships sold by Jefferson College constituted a contract to furnish tuition in Canonsburg, which obligation was annulled by the law authorizing the consolidation. The court, however, did not take this view of the case, and confirmed the decision of the State courts. Dr. Brownson succeeded Dr. Wilson as president pro tempore October 1, 1869, and served until the election of Rev. Dr. George P. Hays, August 3, 1870. Under Dr. Hays's efficient administration the college slowly but steadily recovered lost patronage. An addition was made to the main college building at a cost of \$80,000, which practically made a new building of it. By the gift of \$41,000 by Dr. F. J. Le Moyne, of Washington, two chairs were endowed—applied mathematics and agriculture and correlative branches. Rev. Dr. Beatty, by an additional gift of \$25,000, endowed the Steubenville chair of Greek and the philosophy of language. During the eleven years of Dr. Hays's presidency the assets of the college were increased by the amount of \$86,500, and the attendance of students increased from 110 to 185. Dr. Hays resigned June 3, 1881. The present incumbent of the presidency, the Rev. James D. Moffat, D. D., was elected in December, 1881, and entered on the active duties of his office January 4, 1882. The steady advance which characterized the preceding administration has continued. The attendance of students has risen from 185 to 370. The memorial chair of Latin has been endowed by the bequest of \$30,000 by the late Dr. Beatty, making his gifts exceed \$100,000.

To the property of the college there have been added the athletic grounds, purchased at a cost of about \$7,000, from which we have since derived about \$5,000 on account of the oil taken from it; an observatory has been erected and enlarged; the libraries of the college and the literary societies have been united and placed in the old prayer hall, where a reading room has been fitted up and is kept supplied with leading periodicals. A new building has been placed on the campus and occupied principally as a gymnasium, but so constructed that it can readily be transformed into a large audience room for commencement and contest occasions, seating 1,500 people. This building with its apparatus has cost about \$40,000.

Prizes have been endowed or are supported by annual gifts to the number of seven, distributing annually \$575 to encourage superior work, and five scholarships have been endowed to assist worthy students needing pecuniary aid—two of \$1,000 each by Rev. J. C. Ely, of the class of '74, and four of \$2,000 each by the late Rev. Dr. James H. Dinsmore, of the Washington class of 1836.

The faculty has been enlarged by the addition of a professor of

English language and literature, a professor of German language and literature, a professor of chemistry, a professor of French and Spanish, and a professor of physical culture.

Although the financial improvement has not been great, it demonstrates the value of the union of the colleges. The total endowment of the two colleges in the sixty years of their history amounted to \$91,081, when all debts were paid; now our endowment is over \$250,000, and buildings, grounds, and apparatus may be set down at \$250,000 more, and provision has been made for the addition of \$260,000 more, of which \$100,000 will be for the endowment of the presidency as a memorial to his parents, by Mr. J. V. Thompson, of Uniontown, Pa., and \$50,000 for a library, by Mr. Wm. R. Thompson, of Pittsburg, Pa., as a memorial to his mother, and \$10,000 by his wife for maintenance of the library, also a memorial.

Since 1865 there have been graduated 1,108 men, of whom about 365 entered the ministry, 245 the legal, and 108 the medical profession.

PRESENT ORGANIZATION.

The present organization of the college includes a preparatory and a college department. The former is conducted strictly as a preparatory school for college classes, nothing being taught in it but Latin, Greek, German, English, physics, history, French, and mathematics, with rhetorical exercises. The applicant for admission must be sufficiently versed in common school studies, including arithmetic, to leave them unstudied henceforth.

The preparatory department is conducted as an academy, in a building of its own and under its own faculty, under the general supervision of the college faculty, however. A boarding and rooming building was erected in 1901 at a cost of \$100,000, and all nonresident students of the academy are required to live in this building under the supervision of the principal and teachers.

The college department offers three courses of study leading to two degrees. The classical course leading to the degree of A. B. includes Latin, Greek, German, and English; mathematics, botany, chemistry, physics, geology, and astronomy; mental, political, and moral philosophy; Bible study and physical training, as required studies, with elective studies in junior and senior years consisting of ancient and modern languages, Hebrew, pure and applied mathematics, analytical chemistry, advanced physics, biology, mineralogy, history, international law, and history of philosophy.

The courses leading to B. S. are termed scientific and Latin scientific. The required studies of these courses differ from the classical course chiefly in the substitution of German and French and natural science for Greek. In the Latin scientific course, which is the one usually chosen by students who study for the B. S. degree, the Latin required is the same as in the classical course.

In recent years laboratory work has been introduced as far as possible in science study, and chemical, biological, physical, and mineralogical laboratories have been fitted up with modern appliances. In applied mathematics field work is relied on chiefly, and, although no special degree is yet offered, many graduates who have elected applied mathematics have entered at once upon civil engineering.

Since the completion of the gymnasium, which ranks among the largest and best equipped in the country, a medical director has been employed, and exercises are prescribed, after medical examination, to each student. These include two class drills and two individual exercises each week.

AUTHORITIES.

(1) Minutes of Washington College trustees from November 15, 1787, to 1865.

(2) Minutes of Jefferson College trustees from 1830 to 1865. The earlier minutes are lost, but their principal contents are preserved.

(3) The History of Jefferson College, by Rev. Joseph Smith, 1857, out of print.

(4) History of old Redstone, by same author.

(5) Minutes of Redstone Presbytery, the first ecclesiastical organization in western Pennsylvania.

(6) Proceedings and addresses at the semicentennial celebration of Washington College, held June 17 to 19, 1856; pamphlet of 76 pages. The addresses of special historical value in this pamphlet are those of Rev. Dr. Brownson on the history of the college, and of T. H. Elliott, M. D., on deceased alumni.

(7) Centenary memorial of the planting and growth of Presbyterianism in western Pennsylvania, containing historical addresses in a convention held in Pittsburg, December 7-9, 1875, published in book form, 445 pages; out of print.

(8) History of Washington County, 1881.

(9) Historical sketch of Washington and Jefferson College, by President J. D. Moffat, read at the quarter century celebration in 1890; pamphlet.

(10) Biographical and historical catalogue, 527 pages, issued in 1890.

XXIX.

WAYNESBURG COLLEGE.

By President A. B. MILLER.

Waynesburg College was chartered by the legislature of Pennsylvania in 1850, its charter conferring on "the president and professors the power to grant and confirm such degrees in the arts and sciences to students of the college and other persons entitled thereto by proficiency in learning, professional eminence, or other meritorious distinction as are granted in other colleges and universities in the United States." In the autumn of 1851, under the presidency of Rev. Joshua Longhran, the work of instruction was inaugurated in the first erected college building. It was the design to set up also a female seminary, over which was placed Miss M. K. Bell as principal. The intended building for the seminary was not erected, however, and after a few years' experience in a necessary partial mingling of the two schools in recitations and general supervision, a coeducational college was the permanent result. All the courses of instruction in the college are open to males and females on the same conditions.

The college is ecclesiastically under the control of the Pennsylvania Synod of the Cumberland Presbyterian Church, which body annually elects a board of 11 trustees, and also a board of trustees for the management of the endowment fund of the college. The synod in accepting the guardianship of the institution, as tendered by the trustees in the autumn of 1853, thus formulated its reasons therefor:

(1) No denomination can discharge its obligations to maintain the purity of the Scriptures, and to present their doctrines in an efficient manner, without institutions of learning.

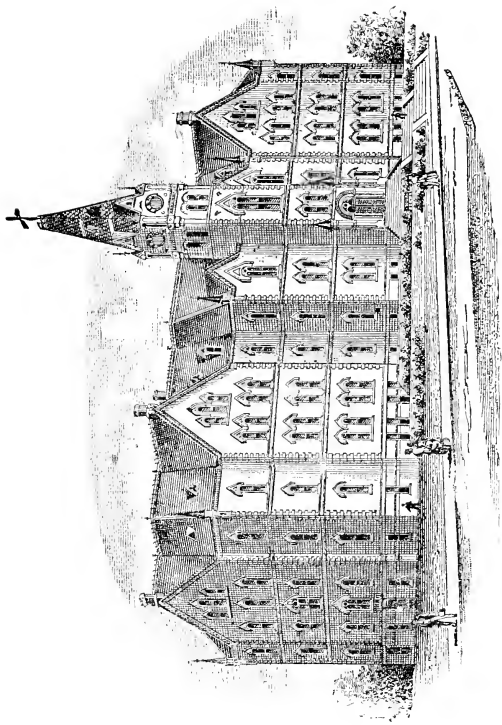
(2) No denomination can maintain a respectable standing without institutions of learning.

(3) Only institutions of a high grade can give character and efficiency to a church, in order to do which an institution must have liberal support.

(4) The benefits of a union between churches and colleges are reciprocal.

(5) One well-established and influential college will serve the interests of the church more efficiently than several feeble ones.

The college graduated its first class in 1852, which was composed of four young ladies. In 1853 it graduated four ladies and four gentlemen, one of the latter of whom, Rev. A. B. Miller, has been identified with the entire history of the college, having entered as a student



WAYNESBURG COLLEGE—NEW BUILDING.

at the opening of the work in 1851, and having been elected a professor the day of his graduation. In 1858 Mr. Miller was elected to the presidency of the college, which position he continues (1890) to fill, having served thirty-two years.

The endowment fund of the college is only about \$45,000, the interest of which, with tuition paid in some departments and an annual contingent fee of \$15 paid by every student, is the source of support for a faculty. The annual attendance is more than 200, males slightly in excess.

A new building, completed in July, 1890, erected at a cost of upward of \$60,000, is one of the most spacious and conveniently arranged in the State. The structure is of brick, on a sandstone foundation costing over \$15,000. The location is one scarcely surpassed for beauty or healthfulness. The college was one of the first in the United States to admit both sexes, and its friends and legal guardians seem well satisfied that the experiment has been very satisfactory. The faculty of the college unitedly echo the sentiment of Bishop Bowman, who said:

I have taught twenty-seven years under both systems, and I am prepared to say that the good influence of the mingling of the sexes was manifest from the start. It was peculiarly salutary in the matter of morals.

Waynesburg College, though under the control of an ecclesiastical body, is practically unsectarian, and is patronized by all denominations in the region in which it is located. Perfect freedom is allowed to students in matters of religious faith, preference of a place attending worship, etc. The laws of the college forbid the introduction of the "doctrinal points that divide the Protestant churches" in the religious instruction of the students. All the students are required to attend religious services on the Sabbath and to attend daily religious exercises in the college chapel, the direction of which exercises is committed to the president. Some provision has been made for aiding students preparing for the ministry. The students hold a prayer meeting in the afternoon of each Sunday in term time and maintain an active Young Men's Christian Association.

The courses of study have been arranged with much care. Centuries of experience have proved the value of the study of the classics as a means of culture, while the knowledge derived therefrom is a key to the most wonderful civilizations of the past. With due regard to the greatly increased list of sciences now entitled to a place in a liberal course, this institution still encourages the study of Greek and Latin.

The method of instruction is continually directed to the mastery of the structure of these noble languages, as a chief object of their study in college. Constant attention is given also to the acquiring of a good vocabulary of words by memorizing choice selections. During the preparatory course, daily recitations are made in both lan-

guages, every lesson requiring both oral and written exercises in syntax. This exercise is kept up in connection with the reading lessons till an accurate knowledge of the idioms is acquired. After the first session of the sophomore year the grammar is not taught as a separate study.

The student's ear is constantly exercised, as well as the eye, and by recitations in concert the mastery of the inflections of words becomes easy, and what so many have looked upon as "dreary grammar" becomes a delightful exercise and a study of absorbing interest. Attention is continually directed also to the Greek and Latin roots, from which our own language has derived many words, and to the points of similarity and difference between our own language and these noble languages of antiquity.

In other branches the mastery of a suitable text-book is held to be the most direct-means of definite knowledge. The student is required to know what the text-book teaches, but is allowed entire freedom in his methods of expression. It is assumed that effort is the essential condition of development, and every student is from the first put under the necessity of thinking for himself, and required in his turn, before his class, to explain and illustrate the topic assigned. By way of explanation, new illustrations, and judicious questions, the professor adds what may be necessary to a full understanding of the subject under discussion. Free intercourse among the pupils, and between pupils and professors, by question, debate, criticism, and argument, secures interest in the recitation room, and leads the student forward in that development which imparts increased mental power and activity.

XXX.

WESTERN UNIVERSITY OF PENNSYLVANIA.

By W. J. HOLLAND, D. D., LL. D.

Almost immediately after the first families had settled in what is called Allegheny County, private schools sprang into being. The educational aspirations of the people of the little frontier village which bore the name of Pittsburg found their highest expression in a school which, having its beginning in 1870, was formally incorporated by an act of the legislature of Pennsylvania in February, 1787, as The Pittsburgh Academy. The first two sections of the act are worthy of reproduction. They are as follows:

SECTION 1. Whereas the education of youth ought to be a primary object with every government; and

Whereas any school or college yet established is greatly distant from the country west of the Allegheny Mountains; and

Whereas the town of Pittsburgh is most central to that settlement, and accommodations for students can be most conveniently obtained in that town: Therefore,

SECTION 2. *Be it enacted, and it is hereby enacted, by the representatives of the freemen of the Commonwealth of Pennsylvania in general assembly met, and by the authority of the same, That there may be erected, and hereby is erected and established, in the town of Pittsburgh, in the county of Westmoreland, in this State, an academy or school for the education of youth in useful arts, sciences, and literature, the style, name, and title of which shall be "The Pittsburgh Academy."*

This was probably the first institution of learning incorporated on the continent west of the Allegheny Mountains and north of the Ohio.

The first incorporators were Rev. Samuel Barr, Rev. James Finley, Rev. James Power, Rev. John McMillan, Rev. Joseph Smith, Rev. Matthew Henderson, Gen. John Gibson, Col. Priestly Nevil, William Butler, and Stephen Bayard, James Ross, David Bradford, Robert Galbraith, George Thompson, George Wallace, Edward Cook, John More, William Todd, Alexander Fowler, esqs., Dr. Nathaniel Bedford, and Thomas Parker. James Finley was a younger brother of President Finley, of the College of New Jersey, and James Power, John McMillan, and Joseph Smith were graduates of the same institution.

Some of the men who were concerned in the establishment of the Pittsburgh Academy were also the founders of the Washington Academy and of the Jefferson Academy at Canonsburg, Pa., and their names are held in grateful remembrance in western Pennsylvania as those of the pioneers who securely laid the foundations alike of church and state upon the frontier.

The first principal was George Welch, who began his labors on April 13, 1789. He was followed by James Mountain. From the year 1807 to the year 1810 the principalship of the Pittsburgh Academy was held by Rev. Robert Patterson, who was succeeded in 1810 by the Rev. Joseph Stockton.

Mr. Stockton, in the year 1805, had taken charge of the Meadville Academy, from which at a later date sprang Allegheny College. He removed from Meadville, and, coming to Allegheny, took charge of the Pittsburgh Academy as its principal, which relation he held from 1810 until the reincorporation of the academy in 1819 as the Western University of Pennsylvania. Dr. Stockton was the author of the *Western Calculator* and the *Western Spelling Book*, both of which works reached a very large circulation and were the forerunners of the almost innumerable elementary treatises upon arithmetic and spelling which are being turned out to-day in vast quantities to meet the demands of the millions who compose the school population of the valley of the Mississippi.

In 1819 the growth of the school had been great enough to suggest to those who were its friends that it would be advisable to enlarge the scope of its curriculum and to transform it into a university. At that early date communication between the country about the headwaters of the Ohio and the older settlements in the East was difficult and expensive. The rapid increase of population suggested that Pittsburgh, which prophetic eyes recognized as destined to be a city, furnished a proper location for an institution of learning planned upon broad and comprehensive lines. As the founders of the University of Pennsylvania, located in Philadelphia, had recognized the importance of making liberal provision for the education of the youth in the eastern portion of the State, so the friends of education who were interested in the Pittsburgh Academy felt that like provision should be made in the western half of the State. It was a notable company of distinguished men who united in asking from the legislature a charter of incorporation for the university. The names of the incorporators, as they appear, are James Allison, Henry Baldwin, LL. D., Abner Barker, John Black, D. D., Robert Bruce, D. D., John Darragh, Ebenezer Denny, George Evans, Hon. Walter Forward, John Gilmore, Francis Herron, D. D., Robert Moore, Peter Mowry, John McPherrin, Morgan Neville, George Poe, jr., J. Postlethwaite, John Reed, Samuel Roberts, William Robinson, jr., John Scull, John M. Snowden, George Stevenson, M. D., Joseph Stockton, D. D., William Wilkins, and John Young.

James Allison, whose name appears first upon the list, was a man of note, one of the organizers of the Beaver County bar, and twice elected a member of Congress.

Judge Henry Baldwin was one of the most prominent jurists of western Pennsylvania.

Abner Barker was one of the leading merchants of Pittsburg.

John Black was the pastor of the First Reformed Presbyterian Church of Pittsburg, a man of profound learning and great influence.

Robert Bruce was distinguished as a scholar and as a clergyman. He was pastor of the First Associate Presbyterian Church.

John Darragh was a leading lawyer.

Maj. Ebenezer Denny was a distinguished officer in the Revolutionary war; took part in the expeditions of Harmar and St. Clair, being aid-de-camp to General St. Clair; rendered service during the war of 1812, and in 1816 was elected the first mayor of the city of Pittsburg.

Hon. Walter Forward was twice a member of Congress, First Comptroller of the Treasury under W. H. Harrison, Secretary of the Treasury under Tyler, and minister to Denmark under Taylor, and, finally, judge of the United States district court of western Pennsylvania, in which position he died in 1852.

Francis Herron was for fifty years the pastor of the First Presbyterian Church of Pittsburg, a man whose name is universally revered, and who was a leader in every good work in the city of his adoption.

Peter Mowry was a physician and public-spirited citizen, who took an active interest in all the enterprises looking toward the welfare of the community.

Samuel Roberts was, like his associates, Baldwin and Forward, an ornament to the bench of Allegheny County, having succeeded Judge Addison, the first law judge commissioned in the county, in 1803. He died in 1820.

William Robinson, jr., was one of the leading citizens and largest landholders in the region.

John Scull was the founder of the Pittsburg Gazette.

John M. Snowden was an associate judge of the county from 1840 to 1845. He established the Farmers' Register in Greensburg in 1798, removed to Pittsburg in 1811, published here the Commonwealth and the Mercury, and was mayor of the city at various times, county recorder, and director of the Bank of Pittsburg, being widely known as one of the leading citizens of the community.

William Wilkins was made a judge of the fifth district in 1820; was appointed judge of the district court of the United States in western Pennsylvania in 1824; became a United States Senator in 1831; was made minister to Russia in 1834, and was Secretary of War for the United States under President Tyler from 1844 to 1845.

The names of Baldwin, Forward, Robinson, Snowden, Scull, and Wilkins are all perpetuated in the names of townships within the county.

George Evans, John Gilmore, Robert Moore, John McPherrin, Morgan Neville, John Poe, jr., J. Postlethwaite, John Reed, Dr. George Stevenson, and John Young were scarcely less distinguished than the illustrious men of whom I have already made mention, and who

were associated with them in the first board of trustees of the university.

From such a body of men it is not conceivable that educational measures could have emanated that would be destitute of the loftiest purpose. It is impossible to study the charter which these men secured for the infant university without realizing that they were far in advance of the times in which they lived. The plans which they laid out were broad and generous, marked by no narrow conception of the functions of such an institution as they proposed to call into existence. It is worthy of note that at this early date they made provision, ardently as many of them were attached to the tenets of the various denominations to which they belonged, for the admission to the benefits of the institution of all persons without respect to creed or color, and demanding only of those who should teach the possession of the requisite ability and that high moral character which are fundamental requisites in those who would be instructors of youth.

The charter was granted by the legislature on the 19th of February, 1819. Owing to the unfortunate destruction of all the early records in the great fire of 1845 we are compelled, in attempting to reconstruct the history of the institution in the early years of its existence, to rely very much upon such fragmentary information as can be gathered from various sources. The files of the Pittsburg Mercury contain a call for a meeting of the board of trustees of the Western University of Pennsylvania, to be held on October 4, 1819. Whether this was the first regular meeting of the board of trustees or not it is impossible, perhaps, to decide. The first years were plainly a period of transition, and classes and faculty were undoubtedly merely in process of organization.

The legislature of Pennsylvania embodied in the charter a provision granting the university 40 acres of vacant land belonging to the Commonwealth, "bounded by or adjoining the outlots of the town of Allegheny." This tract is now included in the parks of the city of Allegheny. The title of the Commonwealth to this land was found to be defective. To atone for the miscarriage of its benevolent intentions the legislature in 1826 passed an act appropriating \$2,400 a year for five years to the university. It was not until 1830 that the university building, which was regarded as a remarkable structure for that day, was erected. The money received from the State was employed in its construction. It stood at what is now the corner of Third avenue and Cherry alley, and was destroyed in the great fire of 1845. The work of the university meanwhile was carried on in the quarters which had been occupied by the academy. The first regular organization of a faculty seems to have taken place in 1822. In that year the president of the board, Dr. George Stevenson, announced that—

The trustees have the satisfaction to inform their fellow-citizens of the West that they have at length succeeded in organizing the institution committed to their

charge by the legislature of the State. * * * Although from unfortunate circumstances the funds derived from the late Pittsburg Academy have fallen far short of the amount calculated on, the treasurer has latterly been enabled to discharge every debt for which the trustees were responsible. * * * Until the means of the university may be so arranged as to meet the expenses attendant on the erection of more suitable accommodations the several classes will be taught in the buildings occupied by the Pittsburg Academy. * * * The proposed system of education is on a plan the most approved and practicable, embracing all those departments of science and literature generally taught in colleges in the United States.

The gentlemen elected to compose the faculty are:

1. The Rev. Robert Bruce, principal, and professor of natural philosophy, chemistry, mathematics, etc.
2. The Rev. John Black, professor of ancient languages and classical literature.
3. Rev. E. P. Swift, professor of moral science and the general evidences of Christianity.
4. The Rev. Joseph McElroy, professor of rhetoric and belles-lettres.
5. The Rev. Charles B. Maguire, professor of modern languages and universal grammar.

From the acknowledged talents and superior acquirements of the reverend gentlemen who have undertaken to discharge the arduous duties of the highly responsible stations assigned them, there is reason to believe that the means of instruction in the Western University will not be inferior to those of any literary establishment in Pennsylvania.

The price of tuition in the classical department is \$25 per annum, and \$30 in the collegiate department. * * *

Conformably to a resolution of the board, the trustees, faculty, and students will assemble at the university buildings at 10 o'clock on Friday, the 10th of May next, and thence proceed to the First Presbyterian Church, on Wood street, where an inaugural address will be delivered by the principal.

The reverend clergy of all denominations, physicians, gentlemen of the bar, officers civil and military, members of the corporation, and citizens generally are respectfully invited to be present on an occasion so highly interesting to the community.

The inauguration of the faculty took place at the appointed time and place and in a manner which, according to the programme which has been preserved, reflected a far greater sense of the importance of the occasion than the subsequent attitude of the community toward the institution for many years seems to render explicable.

Hon. Wilson McCandless, one of the distinguished alumni of the university, upon the occasion of the reopening of the institution on the evening of Friday, June 19, 1856, gave an account of the first inauguration of the faculty of the institution, which, being the testimony of an eyewitness, is well worthy of reproduction in this connection:

The nucleus of this institution [said the judge] was the old Pittsburg Academy, whence emanated many master spirits who have illustrated the genius of our Government and people. The Western University was first inaugurated in 1822 with flattering and brilliant expectations. I was an academy boy then, and remember well the installation of the first faculty. It was a public pageant in which the people and civic authorities participated, and was attended with more than ordi-

nary pomp and ceremonial. There was a procession, with music, banners, and badges, in which the city fathers, the judiciary, gentlemen of the different learned professions, the trustees, and students marched to the old First Presbyterian Church, where the venerable and accomplished Dr. George Stevenson, the president of the board, delivered the inaugural address to the faculty, which was happily responded to in the solid, massive eloquence of the Rev. Dr. Bruce, the principal.

One of the earliest steps of the gentleman who had been intrusted with the duty of caring for the interests of the university was to appoint a committee who were charged with the task of preparing a plan of government and arranging the curriculum. On the 4th of July, 1822, Jonathan H. Walker, Morgan Neville, Alexander Johnston, jr., Harmar Denny, George Poe, jr., Walter Forward, and Alexander Brackenridge, who composed the committee, presented their report, which reveals that in many respects they contemplated a course of study which was in the matter of thoroughness and breadth of scope materially in advance of the curriculum of the older and more securely established institutions of learning in the eastern portions of the United States.

The work of translating the intentions of the founders into facts was undertaken with hearty zeal by the learned men who composed the faculty. Dr. Bruce, the principal, was a graduate of the University of Glasgow, as was also his associate, Dr. Black. Rev. C. B. Maguire, who was the first Roman Catholic priest permanently located in the city, and the founder of the church now known as St. Paul's Cathedral, was a man of great learning and ready wit. Dr. Swift was one of the foremost clergymen of the Presbyterian denomination in the country and one of the founders of the board of home missions and of the board of foreign missions of that denomination. Dr. McElroy after a few years removed to New York City and for well nigh half a century was the pastor of the Scotch Presbyterian Church in the metropolis.

That these distinguished men faithfully did the work which was committed to their charge is attested by the character and subsequent careers of those who enjoyed their instructions. The first class was graduated in 1823 and consisted of but 3 members. The honor of heading the long roll of the alumni of the institution belongs to Thomas C. Guthrie, who twenty years after graduation received the honorary degree of doctor of divinity from Franklin College, and until the year of his death, in 1876, was an honored and successful clergyman of the United Presbyterian Church. The class of 1824 numbered 7 graduates, one of whom, Hon. W. W. Irwin, twenty years after his graduation was made United States Minister to Denmark, having previously been the mayor of Pittsburg and a member of Congress. The class of 1825 graduated 10 members, the first name on the roll being that of Daniel Agnew, who is revered to-day as one of the most eminent members of the legal profession in Pennsylvania, hav-

ing been for many years the chief justice of the supreme court of the State. Judge Agnew to-day (1896) enjoys the distinction of being the oldest living alumnus of the university and is one of three or four of the oldest college graduates in the United States.

The years which followed the first organization of the university appear to have been years of prosperity, so far as the work of instruction was concerned, but no effort was apparently made to add to the resources of the institution by securing an endowment. The funds received from the State were employed in the erection of a building, which was completed in 1830. The sole reliance of the faculty appears to have been the fees paid by the students, and accordingly the compensation which they received was exceedingly scanty, though they adhered faithfully to their posts. In 1835 Dr. Bruce resigned the principalship, and the office was for one year filled by the Rev. Gilbert Morgan. At the end of the year Dr. Bruce resumed the duties of the office and continued in it until in 1843, when Rev. Heman Dyer, who, had been called to the chair of mental and moral science during the preceding year, was made the principal of the institution, and continued to discharge the duties of the office until 1849.

In 1845, under the principalship of Dr. Dyer, occurred the great disaster known as "The Great Fire," by which almost the entire lower portion of the city of Pittsburg was destroyed. The fire devoured the building of the university, together with its contents. With the proceeds of the insurance and the money derived from the sale of the ground upon which the building had stood another building was erected upon Duquesne Way. It was completed and occupied in the fall of 1846.

In July, 1849, this new edifice was burned down. It was then decided by the trustees to temporarily suspend the work of instruction.

In the month of August following a committee, consisting of Messrs. Thomas Bakewell, W. H. Denny, William J. Totten, and Orlando Metcalf, was instructed to invest the funds, consisting of \$9,600, obtained from the insurance of the building and its contents, and the sale of the furniture, a portion of which had been rescued from the building at the time of the fire. In December following the trustees sold the ground upon which the building had stood for \$7,000.

On the 29th of January, 1851, at a meeting of the trustees held in the Third Presbyterian Church, a committee was appointed with instructions to ascertain a new site upon which to rebuild. The committee having failed to find a suitable site a new committee, consisting of Messrs. Thomas Bakewell, John Harper, Dr. R. B. Mowry, and W. H. Denny, was appointed for the same purpose on March 24, 1853. The funds of the institution, which had been judiciously managed by Mr. Harper, who acted as the treasurer of the board, were reported at that time to amount to the sum of \$26,414. The committee reported in favor of the purchase of a site at the corner of Ross and Diamond

streets, in the city of Pittsburg. The lot had a frontage of 93 feet on Ross street and 100 feet on Diamond street. The price of \$8,200 was paid for the site, and a contract for the erection of a new building was on June 9, 1854, let for the sum of \$13,300.

By an act of the legislature passed February 19, 1855, the university was given power to borrow money upon its property to the amount of \$10,000, and to issue bonds therefor, and exempting such bonds and the mortgage securing the same from taxation. It was also enacted by the legislature that members of the board of trustees absenting themselves from four successive meetings of the board, unless prevented from being present by sickness or absence from Allegheny County, shall be regarded as having vacated their positions.

The work of instruction was resumed on the 8th of October, 1855; and on December 19, 1856, the newly elected principal, Rev. John F. McLaren, D. D., and his associates in the faculty were formally inducted into office. The address upon that occasion was delivered by the Right Rev. George Upfold, D. D., bishop of the diocese of Indiana, who, during a portion of his stay in Pittsburg, where he had been the rector of Trinity Church, had filled the position of president of the board of trustees.

From this time dates the beginning of a new and fruitful era in the development of the work of the university. Dr. McLaren held the principalship for only three years, but during that time great progress was made in gathering together a body of students whose subsequent careers reveal that they undoubtedly profited by the instruction which they received. Among their names we find not a few who have attained to eminence in various vocations. In 1858, Dr. McLaren having resigned, George Woods, LL. D., was elected the principal of the university. Dr. Woods, who had graduated at Bowdoin College, was eminently qualified, both by his attainments and extensive experience as an educator, to discharge the difficult and laborious duties of the position to which he had been summoned by the trustees. He brought with him enthusiasm and succeeded in enlisting the active sympathy and financial support of men of wealth to a degree never before reached by his predecessors. The first bequest ever made to the institution was received in August, 1858, and consisted of a valuable collection of geological specimens, bequeathed by the late Thomas Hind. In October of the following year a considerable sum of money was raised, largely through the efforts of Mr. John Harper, to purchase apparatus for the equipment of a chemical laboratory. In 1861 a large room on the first floor of the building was fitted up as a gymnasium, and in the month of May following a stirring appeal for money with which to endow professorships in the institution was issued. In April, 1863, a lot fronting 23 feet on Ross street and extending 100 feet along the southern boundary line of the university property was purchased for the sum of \$2,200.

On October 3, 1864, it was announced that the effort to secure the endowment of a chair of the natural sciences in the sum of \$20,000 had been crowned with success by securing subscriptions to this amount from various gentlemen of liberal spirit. The sum of \$1,200 for the payment of the salary of a professor in this department had been previously pledged for one year by Mr. William Thaw and Mr. Josiah King.

The names of the gentlemen who by their generosity laid the foundations of the first endowed chair in the institution deserve to be held in grateful and lasting remembrance. They were the following well-known citizens: William Thaw, James Park, jr., Isaac Jones, Alexander Nimick, William Nimick, S. M. Kier, Hon. J. K. Moorhead, Nathaniel Holmes, Alexander Bradley, William Frew, H. B. Wilkins, Josiah King, and Joseph McKnight. In June, 1865, the name of this chair was changed to that of the chair of chemistry and mineralogy, and it was reported that by judicious investment of the principal subscribed by the donors the amount had been increased to the sum of \$22,000, which it has since remained.

In March, 1865, a chair of civil engineering was established, and in June following the chair of astrophysics was endowed in the sum of \$20,000. At the same time the entire property of the Allegheny Observatory was conveyed in trust to the university by the Allegheny Astronomical Society. The property consisted of 10 acres of land on Observatory Hill in the city of Allegheny, together with the buildings of the observatory and the residence of the director, with all the furniture and equipment.

The observatory was at the time of this transfer in charge of a somewhat eccentric gentleman, who by reason of his taste for mathematical and astronomical inquiries and his activity in securing the funds for the establishment of the observatory had been made the director. Increasing infirmities made it necessary for the trustees to effect a change, and they were so signally fortunate as to call to the chair of astrophysics a young man whose name has since become one of the most illustrious in the annals of astronomy and physics. In 1867 Samuel P. Langley was chosen to fill the chair of astronomy and was made the director of the observatory. After twenty years of most distinguished service, in which his researches and discoveries secured for him recognition as one of the leading scientific men of the age, he became the secretary of the Smithsonian Institution, a worthy successor to Joseph Henry and Spencer F. Baird.

The year 1870 was marked by an ineffectual attempt to organize a department of legal instruction in the university. The gentlemen chosen as professors in this department resigned shortly after their election, though Hon. R. B. Carnahan, Hon. J. W. T. White, and others continued during the winter to lecture upon legal themes.

In 1871 Mr. William Thaw came forward with a most generous offer

to contribute the sum of \$100,000 toward the permanent endowment of the institution, provided a like amount should be raised by the citizens of western Pennsylvania. The proposition was accepted, and steps were immediately taken to secure the additional sum. It was not, however, until 1875 that this movement was consummated and the entire amount secured.

The movement to rehabilitate the university and make it an exponent of the higher educational ambitions of the community had thus far been so signally successful, and the hopes of its friends had been so quickened, not only by the generosity of liberal men but by the constantly increasing number of students, that it seemed proper to make an effort to secure additional legislation which would serve to increase the power and efficiency of the institution and enable it to grow to those proportions which an institution located in a great city should strive to realize. Accordingly a committee was appointed to prepare a bill supplementary to the charter, which was in 1872 enacted into a law by the legislature of Pennsylvania. Under this act the mayors of the two cities of Pittsburg and Allegheny became, together with the presiding officer of the institution, ex officio members of the board of trustees. The title of the presiding officer of the university was changed from that of principal to that of chancellor. The board was constituted of 30 members in three classes of 10 each, each class being elected to serve for three years, their membership expiring at the end of the term for which they are elected, but provision being made for their reelection, in case such reelection be deemed desirable. The right was further given the corporation to take, receive, and administer any gift, bequest, or trust which might be made over to it upon any terms whatsoever which are not repugnant to the laws of the Commonwealth or of the United States, provided that the net annual income does not exceed the sum of \$200,000.

Important additions to the teaching force of the university were made in years immediately following the accession of Dr. Woods to the position of principal. A preparatory department was formed in 1860, with H. H. Northup as principal. He was succeeded by Joseph H. Montgomery, and he by the Rev. Samuel Findley. In 1863 Dorville Libby became the principal of the preparatory department and held the position for two years, when he was succeeded by Jeremiah E. Ayers, who, in 1869, was followed by Prof. Levi Ludden, who continued to hold the position until in 1889, when this branch of activity was discontinued, and the preparatory department became the Park Institute, under which name it still exists as a most excellent and flourishing school. Instruction in military tactics was undertaken in 1862 under Maj. F. E. Chalfant and continued under a succession of able officers detailed for this purpose from the Regular Army, until in 1882, when the buildings of the university were sold to the county of Allegheny and steps were taken to secure new

and more commodious quarters. The year 1870 witnessed the advent of Prof. Paul F. Rohrbacher to the chair of German, which he was destined to fill with singular acceptance for a quarter of a century. In 1872 Prof. John W. Langley became the professor of chemistry, and continued in this position until 1875, when he was succeeded by Prof. Francis C. Phillips, who has ever since held the chair with marked acceptability and success. The year 1865 marked the coming into the circle of the university of Prof. B. C. Jillson, who did a great deal to promote the intelligent study of biology, he having been called to what was known at that time as the chair of the natural sciences. In the department of mathematics the same year was made memorable by the election of Milton B. Goff, whose work as an educator along his chosen lines was singularly successful and who later became the chancellor.

The stream of benefactions which had begun to set in toward the university shortly after the accession of Dr. Woods did not flow uninterruptedly in strong and steady stream, but scarcely a year passed during his administration which did not witness some advance. In 1873 the university received the bequest of the large and valuable library of the late Robert Watson, rich in choice editions of the classics and in valuable works upon law. In the same year the cabinet of the Rev. Joseph Travelli was purchased by some of the friends of the institution and incorporated in the rapidly growing museum, which was located in rooms set apart for its reception.

The year 1875 was, on some accounts, one of the most memorable years in the life of the institution, as it marked the final consummation of the effort to raise and complete an addition to the endowment of \$200,000 under the terms of the generous offer made by Mr. William Thaw. The completion of this effort, which was largely carried to a successful conclusion through the unwearying labors of Chancellor Woods, put the university into such a position that it seemed proper to consider the advisability of seeking for a new and more commodious site. The idea of removal was, however, finally abandoned, and it was determined to enlarge the buildings upon the ground already occupied. This was accordingly done by a special committee appointed for the purpose, consisting of Henry Lloyd and Alexander Bradley, members of the board.

From the year 1875 to 1880 no marked change in the affairs of the university took place. The work of the preparatory department assumed, however, more and more importance, and it began to so overshadow the proper work of the university as to lead the trustees to begin to discuss the advisability of altogether discontinuing it. To longer maintain it seemed to be likely to create in the minds of the people an utter misapprehension as to the true aims of the institution, which were to provide the facilities for obtaining a thorough education in the higher branches of human learning and more particularly

in the departments of the arts, philosophy, and the various professions. The agitation which began in 1880 was not, however, immediately successful, and it was only eight years later that the final resolution was formed to dispense with the preparatory department, which, while yielding a considerable revenue from tuition, had undoubtedly done much to lower the standard of work and lessen the esteem in which the university was held by the people.

Chancellor Woods resigned his office in the spring of 1880, and was succeeded by the Rev. Henry M. McCracken, D. D., LL. D. Unsuccessful attempts were made at this time to establish a school of medicine and a school of law. While these attempts bore no immediate fruit, a most important addition to the faculty was made in the person of Prof. Daniel Carhart, the distinguished author of well-known works of instruction in civil engineering. His advent to the faculty paved the way for the later development of the engineering schools, which at the present time are important and flourishing parts of the university.

On June 16, 1882, the buildings of the university, at the corner of Ross and Diamond streets, were sold to the county of Allegheny, which required them for temporary use as a court-house during the erection of the new edifice upon Grant street, which finally replaced the one destroyed by fire. The consideration received from the authorities of the county was \$80,000. The sale of the buildings was followed by the lease of the unoccupied portions of the theological seminaries of the United Presbyterian and Reformed Presbyterian churches on North avenue, Allegheny, and here, until 1890, the work of instruction was carried on under many difficulties and disadvantages.

In July, 1884, Chancellor McCracken resigned his office, and Prof. Milton B. Goff was elected as his successor.

In the year 1888 steps were taken to provide new buildings for the university and to recast the entire curriculum. A special committee was appointed with power to investigate the whole subject, institute all necessary inquiries, visit other institutions, and prepare plans for the new buildings. This committee consisted of Messrs. J. B. Scott, chairman of the board; Charles J. Clarke, Rev. W. J. Robinson, D. D., William J. Sawyer, Hon. J. C. Newmyer, Hon. R. B. Carnahan, William Thaw, jr., Reuben Miller, and Milton B. Goff, chancellor. As a final result of the labors of the committee, approved by the board, the preparatory department was discontinued, a curriculum of reasonable hardness, comparing favorably with that of the more advanced institutions of the country, was adopted, a school of engineering was provided for, and a large laboratory for the departments of chemistry and engineering and a noble building intended for the use of the collegiate department and the scientific collections of the university were erected upon the site secured at the time the Allegheny Observatory was conveyed to the university. The new buildings are placed

west of the observatory in such a way as not to interfere with the prosecution of astronomical research in the latter institution.

The buildings were brought to practical completion in the fall of the year 1889, and the work of instruction began in the new quarters in January, 1890.

Meanwhile the university had sustained a great and apparently irreparable loss in the death, upon August 17, 1889, of William Thaw, to whom, perhaps more than to any other individual, it owes its present prosperity and its standing as one of the foremost institutions of learning in the country. Not alone by his great benefactions during his lifetime, which were supplemented by the generous provisions of his will, but by his intelligent and painstaking oversight of all the affairs of the institution, he paved the way for that broader development which has taken place so rapidly in recent years. Though not the founder of the university, he deserves to be held in lasting remembrance as its preserver, for without his generous care and wise counsel it would not be what it is.

The lamented death of Mr. Thaw was followed in the fall of the year 1890 by the untimely death of Chancellor Goff.

In the spring of 1891 Rev. William J. Holland was elected to fill the position made vacant by the death of Chancellor Goff. During the administration of Dr. Holland many changes have been made. Prof. James E. Keeler was chosen to the directorship of the Allegheny Observatory, to succeed Prof. S. P. Langley, whose duties as the secretary of the Smithsonian Institution made it impossible for him any longer to maintain his connection with the university. The engineering school was strengthened by the establishment of a chair of electrical engineering, to which Prof. Reginald A. Fessenden, of Purdue University, was called. A course in mining engineering was also provided, and steps were taken to strengthen the departments of collegiate instruction. A post-graduate system was adopted, and courses of post-graduate study in various branches were laid out. In the summer of 1892 the Western Pennsylvania Medical College was amalgamated with the university as its medical department. In 1893 and 1894 considerable additions were made to the instrumental equipment of the various laboratories of the institution, particularly to the observatory, which received a new and valuable spectroscopic outfit, planned by Professor Keeler and constructed by Mr. J. A. Brashear. The funds for this purpose were kindly provided by Mrs. William Thaw. In 1895 a department of legal instruction was added and the Pittsburg College of Pharmacy was united with the university as one of its departments. In the spring of 1896 steps were taken to establish a department of dentistry, and in October of that year this department was formally opened under the name of the Pittsburg Dental College. Early in the administration of Chancellor Holland

the bequest of \$100,000 made by Mr. William Thaw became available for the use of the university. Various other gifts of money and numerous gifts of apparatus and specimens have been made from time to time. Among the most noteworthy of these have been the gifts of the Misses Smith and the gifts of various scholarships by Hon. F. R. Brunot and his wife, and various citizens contributing to the fund for the entertainment, in 1894, of the Grand Army of the Republic. For the establishment of a department of mining engineering \$100,000 was raised in 1897, and for the rehabilitation of the Allegheny Observatory in 1898 the sum of \$150,000.

The number of students in attendance has grown steadily during recent years. At the time Chancellor Goff died the university was in a transitional state and the total enrollment was a little under 100 students. The enrollment in November, 1900, amounted to 822 students in all departments, distributed as follows:

Collegiate	63
Engineering	104
Law	69
Medicine	317
Pharmacy	87
Dentistry	183
Total	<u>822</u>

Among the more important gifts aside from those already mentioned was the gift by Mr. Adam Reineman, of the city of Allegheny, of the Brereton Mansion, to be used as a maternity hospital in connection with the medical department of the university, and the gift of the Emma Kaufmann Clinic by Mr. Isaac Kaufmann. New and commodious buildings have been erected for the medical department, and were occupied early in the year 1897.

The university, which has survived so many and such sore vicissitudes, is already on the highway to an assured and successful future. The days of struggling infancy are past, and with the exception of the University of Pennsylvania, its elder sister in the eastern metropolis of the State, it is to-day the largest and most flourishing institution of learning in the Commonwealth. Representing as it does the educational ambitions of the metropolis of the western half of the State, it may be confidently predicted that in the years to come it will not fail to receive that care from the friends of learning in the region where it is located which such institutions fitly receive, and when it shall have reached the same length of life which has been reached by other and older institutions of like grade will be found to be even more firmly established and more abundantly equipped for usefulness than many others which have not passed through such baptisms of fire and such stress of storm as it has weathered.

XXXI.

WESTMINSTER COLLEGE, NEW WILMINGTON.

By Prof. S. R. THOMPSON.

The origin of this institution appears to have been as follows:

In 1851, at a meeting of the Shenango Presbytery of the Associate Presbyterian Church, the Rev. George C. Vincent proposed that the academical school, which he was then conducting at Mercer, Pa., should be taken under the care of the Presbytery and made a Presbyterial academy. Mr. Edward McElree thereupon suggested that the Presbytery undertake the establishment of a college. This proposition meeting with favor, the Presbytery proceeded to take steps to carry it into effect.

Accordingly, in March, 1852, a charter was obtained from the legislature. By the terms of this charter the control of the college was vested in a board of twelve trustees, to be elected by the Presbyteries of Shenango and Ohio.

In 1858 the college with all its property was transferred to the First Synod of the United Presbyterian Church, a new organization formed by the union of the Associate and Associate Reformed Presbyterian churches. This synod took the college under its care in September, 1859, and a new charter was obtained which provided for a board of 24 members.

As soon as the first board was organized it was decided to open the college at once. The Rev. George C. Vincent and the Rev. D. H. A. McLean were elected professors, and the work of instruction was begun April 26, 1852.

For a time the classes were held in the Associate Presbyterian Church, but as soon as possible there was erected a two-story brick building, which was used until 1855.

In the autumn of the first year, 1852, the Rev. John W. Harsha and the Rev. D. H. Goodwillie were added to the corps of instructors.

In 1854 the faculty was organized. The Rev. James Patterson, D. D., was chosen president; the Rev. A. M. Black, professor of Hebrew; the Rev. George C. Vincent, professor of Greek; the Rev. D. H. A. McLean, professor of mathematics; the Rev. John W. Harsha, professor of Latin; the Rev. J. A. Goodwillie, professor of natural sciences, and Miss J. S. Lowrie, adjunct professor of natural sciences and mathematics.

At the beginning but 20 students were enrolled, but the increase was so rapid that in the first catalogue, published in June, 1853, appear the names of 220 students.

Wm. P. Shaw was graduated in 1854 and was the first graduate of the college.

In the catalogue published in June, 1855, the freshman, sophomore, and junior classes appear, and in 1856 a class of 5 was graduated.

From the beginning up to the date of this writing 35 classes have been graduated, having in all 813 members. Of this number 234 have entered the ministry, 120 have studied law, 31 have studied medicine, 124 have become teachers, and the others follow a variety of occupations. The whole number of graduates who have received the degree of A. B. is: Ladies, 34; gentlemen, 533. The degree of B. S.: Ladies, 198; gentlemen, 40. Graduates in music: Ladies, 7; gentlemen, 1.

Coeducation has been the practice from the opening of the college.

Since the organization of the college the following persons have served as presidents or professors. The dates given after the names are the years when the names first appear in the catalogues and when last. At different times members of the corps of instruction have served as acting president for one or more years, but the writer is unable to obtain a reliable statement of these.

PRESIDENTS.

	From—	To—
Rev. James Patterson	1854	1866
Rev. Robert Audley Browne.....	1868	1870
Rev. E. T. Jeffers.....	1872	1883
Rev. R. G. Ferguson.....	1884	.....

PROFESSORS.

Rev. G. C. Vincent.....	1852	1871
Rev. John W. Harsha	1852	1856
Rev. D. H. Goodwillie	1852	1853
Rev. D. H. A. McLean.....	1852	1856
Rev. Andrew M. Black.....	1854	1863
Miss Jennette S. Lowrie	1854	1856
Mr. J. B. Cummings	1856	1887
Rev. William Findley	1857	1866
Rev. W. A. Mehard.....	1859	1889
Rev. W. H. Jeffers.....	1867	1869
Miss Sarah McMichael.....	1868	1869
Mr. John D. Irons.....	1871	1872
Rev. John Knox McClurkin.....	1876	1884
Rev. John Edgar.....	1875	1880
Miss Oella J. Patterson.....	1877	1887
Mr. W. W. Wallace.....	1883	1888
Rev. W. C. Lawther.....	1888	1888
Mr. R. O. Graham.....	1880	1887
Rev. R. B. Taggart.....	1884	1886
Mr. John Mitchell.....	1882	.....
Mr. Samuel R. Thompson.....	1884	.....
Mr. T. M. Austin.....	1885	.....
Miss Margaret McLaughry.....	1888	.....
Mr. R. W. McGranahan.....	1889	.....
Mr. John Swan.....	1889	.....

INSTRUCTORS.

The following-named persons have served as instructors for one or more years during or following the dates annexed. Many others gave instruction for a term or more, but as their names do not appear in the catalogue they can not be given here:

S. R. Thompson, 1856; J. B. McMichael, 1857; Joseph McKee, 1858; James P. McKee, John Morrow, Miss Ella Mehard, and N. Coe Stewart, 1867; Mrs. M. H. Wilson, 1868; John D. Irons, Miss Mary Stevenson, 1870; John D. Shafer, 1872; J. K. McClurkin, John Edgar, Nathan Winegart, Kenneth McIntosh, 1874; Andrew H. Harshaw, 1875; R. H. Carothers, Mary E. Rippey, 1876; D. M. McKinley, H. W. Lowry, T. R. Lewis, Ella N. Reed, W. C. Lawther, W. B. Smiley, 1878; R. O. Graham, 1879; John McNaugher, John C. Rolfe, John Mitchell, 1881; W. M. Milroy, 1884, Mary A. Morrison, 1886; Alice B. Finley, Ada M. Strock, J. C. Adair, 1887; Linnie Hodgen, W. A. Fankbonner, 1888; Anna M. Wallace, H. J. Hotchkiss, J. M. Robertson, 1889.

BUILDINGS.

The first erected was a small two-story brick with three rooms. It still stands near the campus, and is occupied as a residence. The second building was 90 by 58 feet, and three stories high. This was first occupied in 1855, and was burned in February, 1861. A new building 100 by 68 feet and three stories high was erected as soon as possible, and was occupied in 1863. This building, which is still occupied, contains four society halls with library rooms adjacent, a library, a reading room, an art room, a museum, a laboratory for botanical and mineralogical work, and six recitation rooms.

In 1881, the senior class raised money to erect a building which has since been used for a chemical laboratory. This building contains the junior chemical laboratory, with accommodations for 36 students, a large mathematical room, a chemical lecture room, an analytical laboratory, with complete accommodations for 12 students, in analytical chemistry, and a private laboratory for the professor of chemistry.

In 1884 was completed the building used for a ladies' boarding hall and musical conservatory. This building, which cost some \$4,000, which is modern in style, and first class in all its appointments, stands on a sloping hillside, overlooking for many miles the beautiful valley of the Neshannock.

THE COLLEGE PROPERTY.

The value of all the property belonging to the college, including buildings, is estimated at about \$90,000. The endowment fund at present consists of available funds not far from \$125,000.

The college in its earlier days began selling perpetual scholarships for \$100 apiece. This absurd practice—absurd because no college can educate a student in perpetuity for \$6 a year—was long since abandoned. These perpetual scholarships, as far as possible, have been taken up and destroyed, so that the endowment named above is mostly in cash invested in mortgage loans or other interest-bearing securities.

In the earlier years of the college the curriculum, following the fashion of the times, was almost exclusively made up of Latin, Greek, Hebrew, and the mathematics. English and the sciences received but scant attention. By degrees this arrangement was changed for the better.

Since 1869 important changes have been made in the English department. In that year was begun a series of yearly examinations in "English," which have been kept up in some form down to the present.

The avowed object of these yearly examinations was to stimulate students to keep up their knowledge of English studies, especially the elementary ones, during the later years of their college life, so that it could not be justly said of them, as some one said of the students of an English university, that "if they were examined to get out on what they were examined to get in, they never would get out in the world."

From 1870 onward the annual catalogues show a steady increase in the number of studies in the English language. For instance, in 1872, Kames Elements of Criticism appears as a junior class study, and Fowler's English Grammar among the senior. Whitney's Language and the Study of Language and Anglo-Saxon appear in 1873. In 1876, among the prescribed studies appear composition and rhetoric, Trench on the Study of Words, "English Literature in Milton and Shakespeare," and in 1882, "American Literature, with selections from authors."

To make room for these additional studies without encroaching on the classics, an additional year was added to preparatory course, making it three years instead of two and the whole course seven years.

Following closely on this development of the English department came a similar improvement and expansion of the scientific department.

In 1879 facilities were provided for the study of analytical chemistry. This was in a small way, but in 1884 new quarters were provided for the chemical work and first-class facilities for analytical work, both qualitative and quantitative, were supplied. These improvements contemplated a full two years' course in chemical analysis, in addition to the "study of a text-book with illustrative experiments" hitherto furnished.

In 1889 a large room for experimental laboratory work by the junior students was fitted up. This room known as the junior chemical laboratory—and which is distinct from the analytical laboratory—will accommodate 36 students at once.

On the removal of the chemical department to its new quarters in 1884, the old chemical rooms were fitted up for a lecture room and workshop for the physical department. As to the extension of this department in the last six years, it is sufficient to say that more than

\$1,500 worth of physical apparatus has been made in the shop and nearly as much more purchased.

In 1886 a large room on the third floor of the main building was fitted up with tables and microscope stands for laboratory work in botany and mineralogy.

A college herbarium was begun in 1885, and the collection now numbers some 500 or more species.

In 1887 a photographic outfit was procured, and since that time over 400 lantern slides for the illustration of various subjects have been made.

In 1889 a complete apparatus for making permanent microscopic mounts was provided, and since that date instruction in this subject has been available to all students desiring it.

With this increased supply of the material of scientific instruction naturally the modes of instruction changed from the old-fashioned style, in which study of the text-book was the main part, to the modern method, in which the students study nature rather than books which tell about nature.

THE CONSERVATORY OF MUSIC.

In 1885 instruction was begun in this department. So rapid has been its growth that already it requires the entire time of two instructors and needs additional accommodations.

THE FINE ARTS DEPARTMENT.

Instruction in drawing and painting was first furnished in the college in 1887 and made a regular part of the college work. In 1888 permanent quarters were provided for it in the college buildings.

During the past year, 1890, the scientific course has been strengthened by adding another year of required scientific and mathematical studies, with some additional Latin.

These details of the course of study are given to show some of the steps by which the college of thirty-five years ago has, in subjects and methods, kept up with the most esteemed modern ideas of college work.

THE LIBRARY AND READING ROOM.

For many years a reading room was kept up by an association of students and professors. By the same organization a course of popular lectures by the best talent in the country was given every year. In 1889 the reading room was given over to the college faculty and was made free to all students. When the college was burned in 1861 most of the books in the library were destroyed. By degrees the library was built up again, principally by donations from the friends of the college. In 1882 the policy was adopted of appropriating the matriculation fee—paid by all students when first entering college—to the purchase of books for the library. This plan gives a certain

amount every year and makes it possible to add new books to the library every year. Since 1884 the alumni, in accordance with action taken that year at the annual reunion, have added a considerable number of volumes.

Since 1885 the library has been kept open for the use of students during each afternoon. This plan has made the library of much more value to the students and greatly increased their general acquaintance with books and authors.

At present the college offers:

1. A solid classical curriculum containing a substantial course in classics, including one year of Hebrew and two years of German.

2. A scientific course in which additional scientific studies take the place of Greek and Hebrew.

3. A literary and musical course which is one year shorter than the scientific course, and in which instrumental and other musical studies may be taken in lieu of certain studies required in the other courses.

4. A purely musical course five years in length, intended to be as extensive and complete as any in the country.

In the comparison of the earlier years of the college with the present some changes may be noted of interest to a student of educational institutions:

When the college was first fully organized, in 1854, every member of the faculty but one was a clergyman, and this one exception was a lady.

In those days the college was poor and the salaries paid were entirely disproportioned to the labor required of professors. Accordingly nearly all the professors held pastoral charges. The need for this additional means of securing an income may be seen when it is told that for a good many years the salary of the president was only \$600 and that of a professor \$500.

In the present faculty there is but one clergyman, the president, and he has no pastoral charge, though he preaches to the students in the college chapel. This marked change in the faculty is somewhat curious and has taken place so slowly as to excite but little attention. It has, perhaps, come from two causes:

1. A growing feeling that clergymen consecrated to preach the gospel should not be taken from this great work for which they have made special preparation and placed in one for which they have had no special preparation.

2. A recognition of the fact that modern methods of teaching demand more skill and special preparation on the part of the teacher, and that the professional training which a clergyman receives in the theological seminary has no special bearing on his aptness to teach some special study in a college; but it takes three or four years of time for a teacher to acquire a large amount of special training for his particular work.

